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ABSTRACT

This guide provides educators with descriptions of specific techniques for teaching skills in reading, writing, listening, and literature: suggestions for planning a year's work: and models for changing a curriculum in the language arts. Specific topics discussed in the eight sections of the guide are: (1) the process of changing the curriculum: (2) setting goals: (3) determining objectives: (4) scope and sequence: (5) planning instruction and providing for individual differences: (6) stressing skills and other content, specifically reading, writing, speaking, listening, language, spelling, and literature skills: (7) integrating the English language arts: and (8) evaluating student performance. Appendixes contain criteria for selecting curriculum materials, a list of school districts represented by curriculum materials in the guide, and a bibliography. (FL)

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A COMPENDIUM OF

TEACHING AND CURRICULUM MATERIALS IN ENGLISH LANGUAGE ARTS

K-6

CS206092

The University of the State of New York
THE STATE EDUCATION DEPARTMENT
Bureau of General Education Curriculum Development
Albany, New York 12234

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FOREWORD

In the spring of 1979, the State Education Department initiated an English Language Arts Curriculum Materials Acquisition Project in cooperation with the District Superintendents and local school districts. The purpose of the Project was to select English K-12 curriculum materials from those developed by local school districts and through Boards of Cooperative Educational Services (BOCES). This publication presents those materials for grades K-6 which, of all those collected and reviewed, best met the State criteria. A second publication includes materials for use in grades 7-12.

In the process of selecting the materials, a five-step cooperative procedure involving local school districts, 44 BOCES, and the State Education Department was used. First, a joint team from the Bureau of General Education Curriculum Development and the Bureau of English Education conducted several regional workshops to acquaint schools with the purpose of the Project and with criteria to be used in evaluating the schools' materials. Second, a local district evaluation team reviewed the materials submitted by the school. Third, a BOCES evaluation team reviewed these materials which passed the local screening. Fourth, a regional evaluation team reviewed the materials approved by the BOCES team. Finally, the Bureau of General Education Curriculum Development and the Bureau of English Education jointly made the final decision as to which documents should be included in this publication. Each document or part is reproduced essentially in the form in which it was submitted. We hope that you will profit from ideas that work in other school districts.

The Department expresses its appreciation to the District Superintendents, their BOCES staff and the school districts that submitted and evaluated the materials. We are grateful to Robert Carruthers, Associate in Elementary Curriculum Development, who, in cooperation with the Bureau of English Education, prepared the manuscript for publication.

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To the Reader

I. Highlights of this Publication

This publication provides you with, among other things,

- Descriptions of specific techniques for teaching skills in reading, writing, speaking, listening, literature, etc. ("Skills" sections, pages 38 to 82).
- Suggestions for planning a year's work ("Planning Instruction; Providing for Individual Differences" section, pages 25 to 37).
- Models for changing a curriculum in the English language arts etc. (sections on "The Process of Changing the Curriculum," "Setting Goals," "Determining Objectives," etc., pages 3 to 23).

This publication contains the above materials in various forms: overviews, outlines, scope and sequence charts, lesson plans, bibliographies, etc. Some of the materials are in great detail; in others, enough of the material is reproduced to stimulate your thinking to consider ways in which these suggestions can be helpful.

II. How to Use this Publication

You may well gain the most from this publication by:

Reading. Each of the various sections presents an important concern of the English language arts.

At the top of the first page for a concern, a series of brief statements leads the way for the material that follows. The FEATURES in italics point out to you those aspects of the material that may be most helpful to you.

Reacting. Read the material carefully. Locate the indicated FEATURES and decide whether they may have value in your class or school. You might well say, "That gives me an idea," "Do we use that in our school system? Should we?," or otherwise respond.

Sharing. Please share your insights with other professionals — administrators, teachers. Such an interchange can spark ideas to....

III. Beyond this Publication

This publication also provides you with one means to examine your program or your school district's program in the English language arts. Throughout, the publication addresses concerns about what our curriculum is, what it might be, and procedures to use in improving it, as well as the day-by-day concerns of teaching the skills.

If as you read you become very interested in a particular phase of the English language arts, you will find it helpful to consult the Appendix on pages 95 to 103 . These include:

- A set of criteria used in one stage of the statewide screening of materials, to assist you in evaluating your school district's English curriculum materials.
- A list of school districts/BOCES represented by materials in this publication.
- A list of publications of the State Education Department concerning the English language arts, as well as publications from other states.

IV. A Final Word

Use this sampler, then, as an opportunity to examine some portions of materials being used in schools in New York State. Good reading!

I. OVERVIEW OF A CURRICULUM GUIDE

The following overview of a curriculum guide is more than that. It suggests to you the importance of certain key factors in changing a curriculum: goals, specific objectives, personnel, and the preparation and the implementation of the use of a curriculum guide.

Overview: Wantagh

FEATURES: Three significant questions to get the reader's attention and to focus upon key matters. Relates well to the concerns of the users of the guide.

What Is It We Want to Teach?

How Are We Going to Teach It?

How Do We Know We've Done It When We're Finished?

A new curriculum guide for Language Arts K-12 is before you. Hopefully, it can be used as a model for future curriculum revision in the district. We have attempted to provide collections of goals and objectives which can be used to clarify the purposes of the language arts curriculum for students, teachers, parents, and our community. A substantial collection of clearly stated goals and objectives will serve to:

1. Individualize programs for students and teachers
2. Meet the needs of target groups
3. Develop minicourses and/or special classes

Why should we use performance objectives in new curriculum revision? The objectives are in fact the specific statements about work which evolve from goals. They effectively tell how goals will be reached. An intent in establishing this collection was to show the full spectrum and range of learning possibilities stated in a manner useful to the classroom teacher. Teachers can use selected performance objectives to guide them in their work with individual students and classes, and to develop additional resources and methods suitable and adaptable to their own unique styles and situations. These performance objectives also answer the three original questions for us. They contain the what, the how, and the criterion evaluation.

The professionals who created this language arts guide will be some of the same people responsible for its actual implementation. These goals and objectives were developed by our own outstanding teachers. They used all available models, guides, materials, current scholarship, etc. Provided is a wide range from which choices can be made. Methods of instruction can be agreed upon and planned.

This set of goals and performance objectives is dynamic, not static. Additions and deletions can be made at any future time. Items which are subsequently added will undergo the same rigorous process to which the originals were subjected.

Under no circumstances should items selected by a teacher for planning and instruction limit his or her freedom in applying the material in ways appropriate to that teacher's judgment. The teacher must be free to respond to any spontaneous opportunities which may occur in the day-to-day classroom experience.

We have tried to make this collection of language arts goals and performance objectives as valid and comprehensive as possible. After you have tried these materials in your classrooms, constructive criticism is welcomed by phone, word of mouth, note, etc. Ultimately we are seeking to serve our students. The guide can be an effective tool toward this end. Its success is dependent on you!

II. CONCERNS

The sections which follow are of direct, or at least indirect, concern to you. They raise such questions as: How do we decide what skills, content, etc. to teach? Who is involved in this decision? How?; What process can we best use to do curriculum work? When? Under what conditions?; What are some goals/objectives? How do our students achieve them? How do we know whether our students have achieved them?

II. A. THE PROCESS OF CHANGING CURRICULUM

How may you or your school district or Bureau of Cooperative Educational Services (BOCES) best proceed to change a curriculum, or a phase of it, in the English language arts? How are teachers involved and interested, so that they may become users of whatever is prepared?

The three reports which follow did not emerge from the process used for screening English language arts curriculum materials in this Project. However, these reports provide at least partial answers to the above questions.

The Process of Changing Curriculum: Oceanside

FEATURES: Awareness of the need for curriculum revision; involvement of the total staff; effective procedures to assure use of the guide.

Source: Letter from the Assistant Superintendent for Instruction, Oceanside School District.

The Language Arts Resource Committee, out of which emerged the Language Arts Curriculum document (LARC), began in 1973 as a committee of teachers, building administrators, and district administrators. The need which led to the formation of the committee was a desire to improve the district curriculum in reading and writing.

As a districtwide committee, the group met monthly and published minutes distributed to the entire staff. All buildings were represented and a portion of each monthly faculty meeting at each building was given over to a discussion of the activities of the committee. This permitted total staff input.

In the summer of 1974 the committee was ready to begin writing the document and the district funded a summer workshop from July 8 through July 26.

The original draft of the LARC document was distributed to staff in October 1974 and the faculty was asked to critique the document and to contribute supplementary activities.

During the 1974-75 school year the committee continued to meet to revise the draft and address itself to the matter of supplements. The district permitted meetings to begin on school time. The committee published a monthly newsletter of activities for distribution to staff.

Beginning in September 1975 the Language Arts Committee sponsored a series of workshops for staff dedicated to improving the teaching of language arts. Two volunteers from each school, one primary teacher, and one intermediate teacher, were asked to attend. Workshops covered different areas of the language arts curriculum, were repeated four times for different schools and were assigned by topic to different numbers of the committee. Workshops were multi-media presentations.

In March 1976 the committee proposed a series of written recommendations in the area of writing which were submitted to the administrative staff for reaction. A summary of the reaction of supervisors along with the recommendations was submitted to the Superintendent of Schools for his decision.

The committee continued to meet throughout the 1976-77 school year, focusing on basic standards, continuing training for staff and competency testing requirements.

In 1977-78 attention was given to evaluating children's writing, developing models of writing, and working on strategies and methods of teaching writing. Training of teachers was largely on the basis of demonstrations given by a teacher on special assignment who had been an original member of the LARC group.

In 1978-79, after completing its assigned task in the development and implementation of the curriculum, the committee gave way to other committees in several of the language arts areas, including reading, writing skills, etc. These groups, operating in a similar fashion under the auspices of a districtwide committee system, have contributed to the continuing update of the original document.

The Process of Changing Curriculum: Williamsville

FEATURES: *Well-defined procedure for doing curriculum work; priorities for such work; criteria to be met by curriculum workers.*

Source: Letter from K-12 Language Arts Coordinator, Williamsville School District.

(1) We have subject area curriculum coordinators who work regularly with teachers in all thirteen schools. These coordinators seek to identify needs, follow need identification with research, gather interested teachers and administrators, assist or write project proposals, and organize and guide funded projects. Most projects are worked on during summer months and go through several stages of use before the possibility of institutionalization. Projects are always evaluated. Teachers are paid a standard per diem for project work. Some projects are worked on during the

school year without extra pay and some projects serve as in-service materials during the year. Not all projects submitted are funded: this depends primarily on project value but may depend on priorities set by the district which would cause certain efforts to be postponed.

(2) Language arts projects are open to any interested teacher who can justify a reason to work on a project. Frankly, most of these teachers are involved in the creation of a project application and seldom do we hire a person who shows interest only after the project funding is announced. This does occur, though.

We try to have projects which represent several schools or several grade levels. We provide less support in terms of our interest and time to projects which have very isolated applications. When we have too many applications for a project (by too many we mean either for budget purposes or for stipulated number in proposal), We quite arbitrarily choose the person who will give most energy to a project over the person who will bring most experience or special skills, or choose a person who will apply project ideas in class over a person who will write a tidy and bright project. Consequently, our projects are not meant to be great documents; as curriculum guides, rather, they are meant to be useful. We package our products modestly, and we try to be useful but brief.

The Process of Changing Curriculum: Livingston-Steuben-Wyoming Counties BOCES

FEATURES: Comprehensive, well-organized plan, including time frame, delineation of curriculum worker's responsibilities, and provision for implementation.

Source: Letter from Director of Special Projects.

THE THREE PHASES OF A BOCES-SPONSORED CURRICULUM DEVELOPMENT PROGRAM

(A Time Frame)

Event	Time
PHASE I: PLANNING	
Planning is based on identified needs, analysis of data, considering alternatives and presenting a tentative plan. Once a specific plan is elected, BOCES implements all stages of the plan, moving the program into action.	Constant and on-going
BOCES:	
- Develops and presents tentative plan to districts.	November
ALL CONCERNED:	
- Select a specific plan to meet identified need(s).	December/January
BOCES:	
- Selects personnel, consultants.	May
- Establishes meeting dates, times, places.	
- Organizes preliminary orientation sessions.	

Event	Time
PHASE II: DEVELOPMENT AND IMPLEMENTATION	
Under BOCES direction, concentrated curriculum development takes place during the summer with the tentative document ready for field-testing in the fall. Intensive field-testing and evaluation, coupled with periodic team meetings, encourages high visibility and worthwhile evaluations.	
BOCES:	
- Provides an intensive period of curriculum development by selected team members, team leader and BOCES liaison.	July
CURRICULUM TEAM:	
- Encourages and coordinates field-testing by all appropriate teachers.	September through May
- Holds periodic (monthly) meetings to compile field-testing returns, evaluate results, and revise curriculum as dictated.	
PHASE III: EVALUATION AND FOLLOW-UP	
Review of evaluations, revision, and distribution are followed by concentrated implementation activities and determining total program's impact and needs. Often the program development process identifies other different, but related, needs which produce derivative service demands. Examples are: developing BOCES audiovisual services, supplemental teaching aides, updating bibliographical information, computerizing follow-up data, developing a pool of standardized test items.	
CURRICULUM TEAM:	
- Develops final revision based on field-testing evaluations.	June
- Reports evaluation summary to all concerned parties.	
BOCES:	
- Distributes revised, printed documents to participating districts.	September
ALL CONCERNED:	
- Concentrated implementation activities.	September through June
ALL CONCERNED:	
- Evaluate total program's impact on needs.	Ongoing
- Determine effect by: analyses of pupil progress, dropout rate, student follow-up, and other appropriate measurements.	

TEAM MEMBER RESPONSIBILITIES

A firm commitment is expected by mid-May of the first year. This commitment entails a variety of skills, activities, and responsibilities.

General responsibilities are:

A. Prior to the summer curriculum development period.

1. Creating coworkers' awareness of your assignment and asking for their suggestions, recommendations, and ideas. Your specific approach should be worked out with your building principal but might include a brief report at a faculty meeting. This is a good beginning but must be followed by individual discussions and probing on your part. A brief survey or questionnaire may provide one or two ideas. During this period try to determine the current status of your curriculum area. What, if anything, is being taught? Why? Are all teachers following the State syllabus? Why? What materials and activities are unique in your district? What are the State mandates? Try to develop, in writing, a comprehensive picture of this current status and determine where you would like your district to be in two years.

B. Summer Curriculum Development Period.

This two-week period requires extensive cooperation among the various team members. Your overall task is to develop a plan to achieve the program's goals. Specifically, you will:

1. Review available materials and organize those selected for appropriate use.

2. Develop a written philosophy or position statement.

3. Develop a written format and curriculum design.

4. Write methods, activities, and procedures within the framework provided.

5. Develop ancillary information and materials for use by classroom teachers, including annotated bibliographies, local resources, and alternative teaching methods.

6. Develop a field-testing and evaluation information feedback system.

C. First School Year.

Sufficient copies of the course of study for field-testing and evaluation will be available for distribution in September. A general meeting of Chief School Officers, the appropriate building principal, and team members, will be held, to provide a project update, to outline administrator and teacher roles during the field-testing, and to review the course of study.

The local district's team member has the primary responsibility to insure maximum field-testing by coworkers during the entire school year. It is essential that each team member report to the entire faculty on the team's progress, provide an overview of the course of study, and establish within the school building a procedure and schedule for evaluation. The specific procedures will be developed in conjunction with and approved by the building administrator.

During this first year, periodic team meetings will be held to review the field-testing progress. Specific activities will include submission of written reports by each team member concerning progress, problems, and plans for the next four to six weeks. Attendance at these team meetings is essential to maintain continuity, keep everyone involved up-to-date, and, perhaps most important, to share common ideas, problems, and concerns.

In late June, some of all team members will be employed to finalize the course of study. The exact composition and duration of this "Revision Team" will depend on the form of the course of study, as well as feedback results.

D. Second Summer

This period will be devoted to preparing the revised document for printing, actual printing, assembly, and distribution.

E. Second School Year

The primary objective of this period is total implementation of the revised course of study. Every appropriate teacher in the participating districts will receive a copy of the course of study. A team member will be used to assist the implementation process by acting as a resource person in his/her building, as well as a liaison between the local district and the BOCES. Upon invitation, team members will be employed to participate in a variety of districtwide, in-service activities relating to this course of study.

LANGUAGE ARTS SKILLS PROGRAM - K-6

1977-78

GOAL

To provide all teachers grade K-6, a comprehensive language arts skills program with emphasis on (1) identification of skills in the areas of composition and language - specifically; spelling, word usage, grammar, punctuation, and capitalization; (2) identification of skills in the areas of listening and speaking, including aural comprehension, auditory discrimination and delivery and content in speaking; (3) the articulation process in grades K-6 for each identified skills.

TASKS

1. From the time of selection until June 1977, team members will work to secure ideas, suggestions, and recommendations from all other members of their K-6 faculty.

2. Selected team members will develop a plan to achieve the above goals within the allotted time period. Members will also:
   a. Review materials and organize them for use.
   b. Develop a position statement.
   c. Develop a written format and design for the curriculum.
   d. Write methods and activities which will improve students' language arts skills.
   e. Develop ancillary information and materials of use to teachers, including annotated bibliographies, local resources, and alternative methods of teaching.
   f. Develop a field-testing and evaluation information delivery system for implementation during the 1977-78 school year.

3. Periodic review of evaluations by team members throughout the year.

4. Finalization of revised skills program by team leader and members during June 1978.

OUTCOME/PRODUCT

1. Providing each appropriate teacher with a comprehensive skills program correlated with content in the area of elementary language arts.

2. Encouraging teachers to use methods and materials other than the standardized texts.

3. Increasing the articulation level among the various grade levels within a district.

ELEMENTARY LANGUAGE ARTS SKILLS DEVELOPMENT PROGRAM

Summer 1977

CURRICULUM TEAM MEMBERSHIP

Eight districts are participating by sending one teacher each.

RESPONSIBILITIES

The ultimate responsibility of each selected team member is to produce an elementary (K-6) Language Arts Skills Program, insure other teachers in his/her home school field test and evaluate the material, revise the curricula based on these evaluations, and work to have the revised course of study implemented by all K-6 teachers.

MEETINGS

An orientation and information meeting will be held on Monday, May 16 at 3:30 p.m.

Current planning calls for each team member to participate for 10 days during July, 1977. Hours will be 8:00 a.m. to 3:30 p.m. with one-half hour for lunch.

During the 1977-78 school year, the team will meet monthly for two to four hour sessions.

Several days in early summer of 1978 may be necessary to prepare the final, revised document.

REMUNERATION

Summer 1977: $50 per day for each day's work or a total of $500 for 10 days. Stipends are paid in one lump sum, with no deductions, and upon certification by the team leader that the individual has successfully completed all assignments.

1977-78 School Year: $7.50 per hour of participation as certified by the team leader.

II. B. SETTING GOALS

Goals provide an overall direction for your school's program in the English language arts. They serve as a basis for specific objectives, which in turn influence instructional strategies and methods of evaluation to be used.

Setting Goals: New York City

FEATURES: Emphasis upon the role of language in children's lives, both in its use and in its nature. Recognizes the role of skills in reading, writing, speaking, and listening, and the role of the mass media in the lives of children, youth, and adults.

A MODERN PROGRAM IN LANGUAGE ARTS

Language is a system of living symbols by which men communicate. Everything that is learned is dependent in some degree on the child's command of language. Oral language conveys meaning by words, structure, intonation, voice, stress, pause, gesture, or facial expression. Written language conveys meaning by words, sentence and paragraph structure, punctuation, and capitalization.

The current concepts of language and language teaching that follow have grown out of the work in many disciplines: anthropology, sociology, psychology, structural linguistics, and semantics.

These concepts suggest that a modern language arts program is planned to teach children:

To use language: to acquire knowledge through listening, reading, interpreting, evaluating, and appreciating the language of others; to select, organize, and express one's own ideas through oral and written language appropriate for communication.

To understand the nature of language: to develop concepts and acquire information about language, its sound system, intonation patterns, structure (grammar), contextual vocabulary, written symbols, and history.

CONCEPTS AND PROGRAM IMPLICATIONS

Use of Language

Concept: Language is primarily a medium for the development and communication of ideas. It is evidence of an intelligent perception of one's experiences and thinking.

> Therefore, language instruction is given, whenever possible, in relation to meaningful social experiences. It provides for exchanges and interaction between the pupil and other individuals. It stresses purposes of communication, logical organization of ideas, and sensitivity to listener or reader reaction.

Concept: Language is an instrument of thought. It helps pupils rationalize and grow through their experiences. Training in language is training in thinking.

> Therefore, language experiences are used to help children interpret, see relationships, classify, draw inferences, hazard guesses, predict outcomes, formulate conclusions, and generalize. The earlier the child develops these skills, the better are his/her chances for later achievement.

Concept: Written language is the record of man's thought throughout the ages. It introduces children to their literary heritage and leads to an appreciation of the richness and beauty of language as a medium of communication.

> Therefore, the program provides opportunity for children to have experiences with prose and poetry and, through these literary experiences, to grow in their understanding of human problems, ideals, and behavior, and to develop their own set of values.

Concept: Language is a form of behavior. It is a key to the pupil's self-concept and social attitudes. It symbolizes his/her thoughts, desires, beliefs. Growth and ability in language are closely related to personal growth and the development of basic human understandings.

> Therefore, the program stresses the establishment of a warm, friendly environment which encourages every child to participate in oral and written language activities; develops respect for the value of each pupil's contribution; and strives for improved understanding of self and others through experiences with language and literature.

Concept: The ability to read with comprehension and to react to the printed word is regarded in our society as essential to personal growth and socially acceptable behavior.

Therefore, instruction in reading is a major objective of the program. Reading readiness, word identification, comprehension, interpretation, critical analysis, work-study skills, and knowledge and appreciation of literature receive an important share of language arts time and instruction.

Concept: Language is an instrument of social power. It influences attitudes, beliefs, and behavior. In its extreme form, it is used to control and manipulate thought.

Therefore, children are taught the importance of personal integrity and social responsibility in the use of language. The teacher is alert to the values and attitudes expressed or implied by the pupils' use of words. He/she helps children develop skill in detecting bias and propaganda in their own oral and written language and in the language of others.

Concept: A technologically oriented society with increasing leisure requires constructive, satisfying habits, and easily available resources.

Therefore, the development of lifetime reading habits and the improvement of taste in the use of the mass media are important goals of the language arts program.

Nature of Language

Concept: Language is primarily speech which has been organized into a system of auditory and visual symbols. Children learn to use these symbols cumulatively, first in listening and speaking, then in reading and writing.

Therefore, instruction begins with activities in listening and speaking. As children become competent in these aspects of language, the teacher initiates instruction in reading and writing. This is true for the young child and the language learner at any school level.

Concept: Each language has its own structure or grammar. Relationships among words, word order, and sentence patterns are learned through experience with words in real situations and through study of words.

Therefore, the program teaches English word usage and structure through continued experience with conversation, discussion, reporting, reading, and writing. It includes systematic instruction and practice in the construction of sentences and paragraphs. It introduces gradually the terminology and principles of grammar. It provides additional language instruction and practice for children learning English as a second language.

Concept: Language reflects the social environment in which the child lives. It operates on many cultural and linguistic levels and is subject to a variety of dialectal and geographic influences.

Therefore, instruction in language is adapted to meet the needs of given situations. Pupils' backgrounds and their personal, social, and communication needs are considered in determining priorities of instruction. Regional and community influences on speech, vocabulary, usage, etc.,are taken into account. Meanings are not inherent in the words themselves but are determined by the culture. Distinctions are made between formal and informal communication.

Concept: Language has an interesting history. It undergoes a constant process of change. New words are coined to meet new communication requirements. Social pressures result in changes in acceptability of specific usage items and language constructions.

Therefore, English is taught to reflect contemporary usage and structure, both formal and informal. New words are taught as they are added to the language. The history of words and their spelling, the story of the alphabet and writing are used to stimulate children's interest in language.

Concept: Language skills are interrelated. Skill in one aspect of language tends to promote the development of skill in other aspects.

Therefore, the teacher provides instruction in the separate language skills, while, at the same time, recognizing that each skill reinforces other skills, e.g., vocabulary developed through oral language facilitates reading comprehension.

These concepts are the basis of the cumulative language program for Grades Pre-Kindergarten through Twelve. They can be developed with children at all grade levels, but to widely different degrees of understanding and application.

Setting Goals: Wantagh

FEATURES: *Concepts that embrace both skills and content; attention to skills in thinking.*

PHILOSOPHY

Language is the common denominator in all societies. Experiences are shaped into meaningful patterns by language. The skills of language are a critical part of the child's total education. Many of the skills of language, much like the skills of mathematics and science, are learned most effectively if organized into sequential patterns based upon a child's cognitive experiences. As the child matures through the different levels of thinking skills, he/she is ready to accept and understand the language structure.

Language can also be structured through the use of strands which span the hierarchy of language development. These strands are reading, writing, speaking, and listening. Since modern research supports the concept that teaching for thinking can be enhanced through practicing cognitive skills, the addition of this strand for the teaching of language is essential. A language program can then be designed sequentially. Further, it can be grounded in many real and measurable skills through the framework of these five strands.

The Wantagh K-12 Language Arts Task Force supports the following concepts:

1. The students will be made aware that their use of language is in fact an extension of themselves, and should be presented in an organized, accurate, and legible manner.

2. The students will learn to express ideas, attitudes and feelings effectively in verbal and nonverbal ways.

3. The students will be able to comprehend those printed materials which are needed to enhance their educational, vocational, social interests, and inquiries.

4. The students will be made aware of the long-range benefits that expertise in their language will yield.

5. The students will be made aware of language and its relationship to all other academic disciplines.

6. The students will be made aware of the necessity for precise mastery of language in the world of work.

7. The students will be taught to use the skills of critical thinking to evaluate speech and literature.

8. The students will write and speak clearly and creatively.

9. The students will become acquainted with and show a facility for using the mechanics of our written language.

10. The students will use the conventions of writing and speaking appropriately to insure accuracy and clarity of communication.

11. The students, in an attempt to communicate effectively, will adapt their speech and writing to different audiences and forms of communication.

12. The students will gain a sense of respect and understanding for the world of ideas.

13. The students will grow to recognize that ideas are expressed in many ways.

14. The students will learn to recognize a variety of dialects, styles and usage levels, and points of view.

15. The students will interpret literature and the humanities as a reflection of the life, values, and ideas of all cultures.

II. C. DETERMINING OBJECTIVES

Once goals are established, objectives can be prepared or written, or obtained from various sources. The most effective objectives are: (1) related to a particular goal; (2) expressed in terms of behavior of students; (3) specific, not general; and, (4) in most cases, subject to measurement which is appropriate.

The New York State English Language Arts K-12 strands — Reading, Composition, Literature, Speaking/Listening, and Language — are especially useful to you here. For a copy, contact your principal.

Determining Objectives: Oceanside

FEATURES: *Specific objectives, expressed in terms of students; often requiring students to perform a task.*

A chart of these objectives follows on pages 16 to 18.

Determining Objectives: Oceanside

LOCATION AND STUDY SKILLS	LEVELS			SPECIFIC OBJECTIVES			Page
GENERAL OBJECTIVES	K-2	3-5	6-8	K-2	3-5	6-8	Ref.
A. RECOGNIZE AND USE TEXTBOOK AIDS 1. Title Page	*		1/	Given a book, the student points to its title page.			
2. Table of Contents	* (1)	*	1/	Given a table of contents, the student locates a specific story or chapter.			
3. Section Heading		*	*		Given a chapter from a textbook, the student locates the section heading and says what the section is about.		
4. Index		*	*		Given instructions to do so, the student points to the index and describes its use.	Given an index and a topic, the student finds the pages dealing with the topic.	
5. Appendix			*			Given a book with an appendix, the student locates specified information.	
6. Chapter Overview			*			Given a chapter, the student points to the overview and describes its function.	
7. Chapter Summary		*	*		Given a book, the student points to a chapter summary.	Given a chapter, the student writes a summary.	
8. Introduction, Foreword, Preface		*	1/		Given a book, the student points to the introduction, foreword and preface, and describes the function of each.		

LOCATION AND STUDY SKILLS	LEVELS			SPECIFIC OBJECTIVES			Page
GENERAL OBJECTIVES	K-2	3-5	6-8	K-2	3-5	6-8	Ref.
9. Bibliography			*			Given a bibliographical reference, the student describes the information given in the reference.	
10. Glossary		*	*		Given a glossary, the student says the contents and functions of it.	Given a page from a textbook, the student locates its definitions in the glossary.	
11. Footnotes			* (7,8)			Given a footnote, the student locates the passage to which the footnote refers.	
12. Graphs			*			Given a selection with specified data, the student locates the graph that corresponds to the data.	
13. Diagrams			*			Given a selection with a diagram, the student describes the information given in it.	
14. Charts			*			Given a chart, the student writes a summary of the information on it.	
15. Pictures	*	*	*	Given a selection with specified data, the student locates the picture that corresponds to the data.	Given a selection with a picture, the student states the function of the picture.	Given a picture, the student writes a summary of the information in it.	

LOCATION AND STUDY SKILLS	LEVELS			SPECIFIC OBJECTIVES			Page
GENERAL OBJECTIVES	K-2	3-5	6-8	K-2	3-5	6-8	Ref.
16. Pronunciation Key		*	*		Given a dictionary with a pronunciation key, the student says the pronunciation of the symbols in the key.	Given a new word and given its dictionary pronunciation, the student says the word.	
17. Table of Abbreviations		*	*		Given the table of abbreviations and given an abbreviation, the student writes the word for which the abbreviation stands.	Given a word, the student locates its abbreviation in the dictionary.	
18. Marginal Notes			*			Given instructions to do so, the student says the contents and functions of marginal notes.	
19. Suggested Reading			*			Given a textbook, the student points to its list of suggested reading.	
20. Etymology			*			Given a word, the student locates its etymology in a dictionary.	
B. IDENTIFY AND USE LIBRARY RESOURCES		*	*		Given a diagram of a library, the student points to the reference desk, book sections, periodical sections, card catalogue, and check-out desk.		
1. Card Catalogue		*	*		Given a library catalogue card, the student points to the name of the author, title of the book, and the call number.		
		*	*		Given the title of a book, the student locates the book in the card catalogue and writes a check-out card.		

II. D. LOOKING AT SCOPE AND SEQUENCE; FORMAT

One useful format for describing your school's curriculum in the English language arts is a scope and sequence chart. Grade by grade, it should indicate to you the specific skills, content, or other emphasis to receive attention. Also, an effective chart shows you a planned relationship between what is taught in one grade and that taught in previous and subsequent grades.

KEY

E	EXPOSURE	• (The idea presented through use)
I	INTRODUCTION	• (Definition, Illustration, Recognition)
S	STRESS	• (Reintroduce, Classify, Use, Apply, Recycle, and/or Proceed)
R	REINFORCE	• (Review and expand introduction, & stress to a more sophisticated cognitive level) • (Adapt to enable students to reach their greatest individual potential)

Looking at Scope and Sequence; Format: Wantagh

FEATURES: ***Thinking skills incorporated into most English language arts experiences K-12.***

LANGUAGE ARTS		SCOPE/SEQUENCE K-12												
OVERVIEW	MAJOR CATEGORY	K	1	2	3	4	5	6	7	8	9	10	11	12
THINKING	THINKING													
The ability to do almost anything begins with the skills of thinking and the development of concepts. The work of the school is to teach the child not what to think but how to think. We must devise patterns of everyday instruction which give an important place to children's thinking in everyday situations. The school is one of the few agencies touching the life of the child which seems to have any chance to develop the thinking abilities in its clientele. It is no longer enough to teach for thinking intuitively but, on purpose. We must actively make the taxonomy of thinking skills real for students. If we desire to have the students have the higher thinking skills, we have to teach it to them.	Comparing	E	I	I	I	I	S	S	R	R	R	R	R	R
	Summarizing	E	E	E	E	I	S	S	R	R	R	R	R	R
	Observing	E	I	I	S	S	S	S	S	S	S	S	S	S
	Classifying	E	I	I	S	S	S	S	R	R	R	R	R	R
	Interpreting	E	E	E	E	I	S	S	S	R	R	R	R	R
	Looking for assumptions	E	E	E	E	I	I	S	R	R	R	R	R	R
	Imagining	E	I	S	S	S	S	S	S	S	S	S	S	S
	Collecting/organizing info.			E	E	I	I	S	S	S	R	R	R	R
	Hypothesizing			E	E	E	E	I	I	S	R	R	R	R
	Decision making	E	E	E	E	E	E	E	E	E	E	E	E	E
	Problem solving	E	E	I	I	I	S	S	S	S	S	S	S	S

LANGUAGE ARTS		SCOPE/SEQUENCE K-12												
OVERVIEW	MAJOR CATEGORY	K	1	2	3	4	5	6	7	8	9	10	11	12
LISTENING Listening is one of the important facets of communication and, therefore, necessary as a tool for better living. It is difficult for children to learn to listen with patience and perception. Children who can hear and say accurately the sounds of our language can more easily learn to recognize or set down on paper the symbols which stand for these sounds. Since every piece of communication needs a sender and a receiver, effective listening by the child develops when the child has the ability to assimilate, organize, and evaluate spoken data.	LISTENING													
	Rhyming words	E	I	I	S	S	S	S	R	R	R			
	Speech sounds	E	I	I	S	S	S	S	R	R	R			
	Facts and details	E	E	I	I	I	S	S	S	S	S	S	S	S
	Following oral directions	E	I	I	S	S	S	S	S	S	S	S	S	S
	Meaning	E	E	I	I	S	S	S	S	S	S	S	S	S
	Picture words	E	I	I	S	S	S	S	S	S	S			
	Listening courtesy	E	I	S	S	S	S	S	S	S	S	S	S	S
	Rhythm	E	E	E	E	I	S	S	S	S	S	S	S	S
	Alliteration	E	E	E	E	I	S	S	S	S	S	S	S	S
	Words that appeal to senses	E	E	I	I	S	S	S	S	S	S	S	S	S
	Onomatopoeia, etc.	E	E	E	E	I	S	S	S	S	S	S	S	S
	Ident. & disting. between common sounds in environment	E	E	I	I	S	S	S	R	R	R			
	Distinguishing like & different sounds and words	E	I	I	S	S	S	S	R	R	R			
	Remembering a series of sounds and words	E	I	I	S	S	S	S	R	R	R			
	Identifying initial sounds	E	I	I	S	S	S	S	R	R	R			

Looking at Scope and Sequence; Format: Wantagh

LANGUAGE ARTS		SCOPE/SEQUENCE K-12												
LISTENING	LISTENING	K	1	2	3	4	5	6	7	8	9	10	11	12
	Recognizing rhyming words	E	I	I	S	S	S	S	R	R	R			
	Listening to direction words	E	I	I	S	S	S	S	S	S	S	S	S	S
	Listening to establish left to right	E	I	S	S	S	S	S	S	R	R			
	Listening to poetry, stories, riddles	E	E	E	E	I	I	S	R	R	R			
	Listening to dialectical differences	E	E	E	E	E	E	E	E	E	E	E	E	E
	Listening for tone & style	E	E	E	E	E	E	E	E	E	I	I	S	S
	Listen for conversation, explan announcements	E	E	E	E	E	E	E	E	E	E	E	E	E
	Scientific experiments with sound	E	E	E	E	E	E	E	E	E	E	E	E	E
	Language signals-pitch, stress, juncture	E	E	E	E	E	E	E	E	E	E	E	E	E
	Difference between listening and hearing	E	E	E	I	S	S	S	S	S	S	S	S	S
	Eye contact	E	E	I	S	S	S	S	S	S	S	R	R	R

Looking at Scope and Sequence; Format: Merrick

FEATURES: All significant areas of English language arts represented, in a carefully planned series of experiences.

Speaking/Listening	Comprehension	Word Structural/Analysis	Visual Literacy	Literary Forms	Composition	
Speaking: -Speaks in comp.sentences -Relates exp. to group -Demonstrates social amenities Listening: -Dev.rules:good listening -Id.environmental sounds -Recognition of rhymes -Identification words/phrases		-Identifies identical/varying ltrs. in words -Recognizes name in print -Recognizes shapes/sizes	-Interprets pictures	-Pictures story books -Simple nursery rhymes -Simple fairy tales -Light verse		K
Speaking: -Speaks comp.stce.on topic -Proper amenities Listening: -Practices rules:good listg. -Further id.environ.sounds -Listens for information -Selects rhyming words -Recognize.rhythmic patterns -Interp.vocal intonations -Differntn.betw/ensle sounds -Differntn.sounds:intensity/duration -Pred.prob.outcomes of story	-Finds dtls.in stce. -Classifies by assgtn. -Sequences 1 event:1 time -Locates main ideas:2 stce. Paragraph in initial pstn. -Supplies main idea:2 stce. paragraph -Predicts probable outcome of story -Can tell if event occurred AS story -Determines if story could happen	-Knows sound-symb. relnshp. consonants w. isolation/words -Id. initial/final consonants -Id. consonant digraphs -Classifies by wd. families -Subs. initial consonants -Subs. intl./final consonants to form new words -Identifies blends -Subs. cons. blends:form words -Sound/symbol rlnship.:short vowels	-Interprets pictures for story -Sequences 1 events	-Picture story books -Extended nursery rhymes -Fairy tales -Light verse	-Writes simple sentence	1
Speaking -Uses approp.voice: intonations -Uses telephone techniques -Makes simple introductions -Relates story or sequence Listening -Added rules good listening -Identifies/discriminates speech sounds -Repeats rhymes:rhythmic patterns:refrains -Classifies fact for generalizations -Identifies main character action of story	-Locates/recalls details -Identifies story characters -Classifies items in categories -Sequences main story events -Time:1 event:1 time -Ident. simple cause/effect -Loc. main idea: short paragraph -Draws simple concl.from story facts -Predicts prob. outcome: simple story -Infers wd. mng.from context -Supplies simple story summary	-Identifies consonant sounds: all positions -Decodes words w. consonants/short vowels -Long vowels w. silent "e" -Vowel combinations (diphthongs) -Other vowel sounds -y in final position -r controlled vowels -x as a sound -qu ck tw ph -shr scr chr thr spl spr tch -Classifies by word families	-Sequences pictures to tell story -Interprets simple diagrams/charts	-Short stories -Tales: fairy -Tales: fanciful -Simple riddles/jokes -Verse:choral speaking	-Writes simple sente. with details -Writes questions -Writes 2/more sentences on topic -Writes simple invitation,thank-you notes	2
Speaking -Uses intonation to imply mng./feeling -Further develops introduction skills -Participates in discussions -Simple presentations -Repeats verse from memory Listening -Differentiates rhyming words/patterns -Selects conclusions fr. facts -Identifies details:facts of story	-Selects dtls. to support main idea -Organizing -Supplies main idea of par. -Identifies cause: effect, effect: cause -Sequ. main story events by casuality -Locates/recalls main idea: initial/final positions -Draws concl.from story -Predicts outcome of story -Infers wd. mng. of words from context -Summarizes story -Determines if story could happen	-Recogn. silent letters wr kn -Recogn. variable sounds c g -Decodes words using var. phon. elements -Syllables -Syllable divisions in words -Syllables, prefixes & suffixes as separate syllables	-Diagrams/charts -Uses simple pictorial maps (for direction) -Uses simple outline maps	-Stories/fiction -Stories realistic fiction -Stories factual -Stories factual/simple biographies -Folklore: folktales -Folklore: fairy-tales -Fanciful tales -Short plays -Verse:varied patterns	-Writes variety interrogative/declarative sentes. -Writes descriptive sentes. -Writes 1/more related sentes. on topic -Writes simple friendly ltrs.	3
Speaking -Plans:gives simple group presentations -Uses voice appropriately Listening -Selects main idea of story -Concludes from facts -Understands audience-responsibility	-Skims for information -Lists dtls.of story -Categorizes rltd.facts -Categories rltd.details -Supplies missing details -Id.series cause/effect rlnships -Locates MI in various pstns -Id.topic sntce as MI -Supplies topic sntce. -Id.MI w.subordinate ideas -Draws concl.fr.categories -Predicts outcome fr.info. -Infers mng.of wds.:phrases -Summarizes fr.info. -Evaluates actions of characters in story -Describes mood of a story	-Recogns. silent consonants: initial position -Recognizes consonant digraphs -Recognizes exceptions in pronun.:ind ltr. combntns. -Uses vowel sounds by pstn. in syllables	-Uses pictures as sources of info. -Interprets simple phys., pitcl., prod. maps -Bar graphs	-Fiction-general, series, mystery & -Factual: Narrthy simple incl. reference, articles -Folklore: folktales,fairy-tales, talltales -Verse-themes patterns -Plays	-Writes paragraph topic sentences: descriptions -Writes simple reports -Writes friendly ltrs. (parts) -Writes business letters -Writes quotations	4
Speaking -Effective body movement -Uses voice appropriately: rate, phrasing -Refines group pstn. Listening -Identifies main idea in oral pstn. -Selects inferences from story -Interprets fr. voice intonation -Simple notes fr.oral pstns.	-Scans skims for infor. -Lists dtl. fr.info. -Lists dtls.to support facts -Simple information -Prepares simple time-line of story events -Simple cause/effect rltnshp. -Idnts.main/subordinate ideas -Simple outline of main supptg. ideas -Draws concls.fr.info.read -Draws concls.on evidence fr.sev sources -Infer mng.words/phrases -Organizes fr.single sources -Organize info.summs.fr.content -Identifies story theme/type -Intps.absurdity: talltales		-Interprets simple scale -Interprets line graphs -Interprets simple charts, tables, timetables, schedules -Interprets simple time lines	-Literary Forms -Fiction:mystery stories -Factual -Research/resource books -Newspapers -Folklore -Folklore-myths -Fables -Folklore-talltales -Fairytales -Verse/nonsense -Limericks -Verse:cinquain -Verse/narrative poetry -Verse/lyric poetry -Plays	-Writes 2 or more Ps.on a single topic -Develops techniques for descriptive writing -Write more complex reports -Simple summaries -Invitation/acceptances regrets -Dialogue	5
Speaking -Refines speaking technique -Furth.r refines pstns. Listening -Notetaking -Draws concl.:makes inferences -Identifies sub-ideas and relationship	-Supplies dtls.fr. content areas -Sequences info.fr.content areas -Ids.cause/effl in content -Prep.simple hstrcl.time line -Id.implied main idea of P. -Outlines w. main ideas,supporting dtls. -Concls.fr.charts,graphs,data -Infers mng.figures of speech -Confirm.fr.diff.sources -Interprets mngs. Proverbs -Uses judgmt.when info.varies -Undstds.rltnshp.style to mng. -Assess pertinence of printed mat. -Distinguishes fact/opinion		-Interprets circle graphs -Scale of miles -Understand diverse uses for maps -Interprets time lines -Uses photographs, cartoons, etc.as sources of info.	-Fiction -Fiction/classics -Fiction/science fiction -Factual:Auto-biography -Factual:facets of newspaper -Factual:varied periodicals -Factual:intro.to other ref.books -Folklore:Myths, fables,legends Proverbs -Verse:Narrative epics -Plays:Scenes&Acts stage direction	-Writes 3/more Ps.on topic: introductory concluding -Expands techniques for descptv. writing -Writes reports fr. outlines -Writes summaries	6

N.B. The chart above is excerpted from the Merrick Scope and Sequence Chart for English language arts, which also includes handwriting, spelling, vocabulary, usage, punctuation, etc.

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Looking at Scope and Sequence: Livingston-Steuben-Wyoming Counties BOCES

FEATURES: *Allocates specific skills to individual grades*

PUNCTUATION SKILLS	K	1	2	3	4	5	6
1. Recognizing & using a period.		**					
2. Recognizing & using a question mark.			**				
3. Recognizing & using a comma.							
4. Forming singular possessives.			**				
5. Forming plural possessives.				**			
6. Punctuating direct quotations.				**			
7. Recognizing that changes in placement of punctuation changes the meaning of a sentence.				**			
8. Using an exclamation mark.					**		
9. Using punctuation to separate a series of words.					**		
10. Illustrating the use of punctuation marks within sentences as well as at the end of sentences.						**	
11. Using a colon.						**	
12. Using a semicolon.						**	
13. Using underlining to show book titles.						**	

** Indicates the introduction of a skill, Its talking may continue for a year or more on an advancing level of difficulty.

II. E. PLANNING INSTRUCTION; PROVIDING FOR INDIVIDUAL DIFFERENCES

How do you plan your instruction? What are the factors to be considered? Within your busy day, how can you provide for individual differences of students?

Once goals have been established and objectives decided upon, the planning of instruction takes place. It recognizes the characteristics of learners, suggests means of determining where the learners are, and suggests possible strategies to take the learners further.

Regardless of the size or population of your school district, you will find the following material helpful.

Planning Instruction: New York City

FEATURES: *List of tasks involved in planning a program; weekly time allocations; sample weekly lesson plan.*

Planning the Program

The teacher is best able to plan an appropriate and effective program in language arts when he/she:

Knows the children reasonably well and adapts instruction and material to their needs. Within the complex of a large city, there are wide variations in children's physical and emotional health and their out-of-school experiences. The children are not only persons, but also highly individual persons shaped and influenced by the environment in which they have developed.

The teacher's most challenging responsibility is to understand the children whom he/she teaches and to provide a program that meets children where they are, recognizes their potential, capitalizes upon their strengths, and moves them along at a pace consonant with their ability at its "growing edge." He/she recognizes individual variations in:

Ability to observe and listen
Ability to deal with abstraction
Ability to understand and speak English
Desire and ability to verbalize experiences
Number and accuracy of concepts acquired
Size and appropriateness of vocabulary

Studies the program described for the grade and is familiar with the programs which precede and follow the grade. (This familiarity enables him/her to provide sequence and continuity of instruction.)

Evaluates the extent and significance of any gap that exists between children's actual language abilities and the skills expected in the grade.

Determines objectives, and plans teaching and learning activities at a rate consistent with pupil ability.

Selects instructional materials appropriate to his/her purposes and the children's needs and abilities.

Develops each language skill on a continuum, e.g., listening and responding to a one-step direction, then a two-or-more-step direction; listening accurately, then critically.

Reinforces and extends each skill through its interrelationship with other language skills, e.g., listening skills in a reading or speaking experience; skills of selection and organization in speaking, reading, and writing experiences.

Recognizes that language is the chief medium of learning; extends and reinforces language skills in all curriculum areas. Also, plans a program which uses the urban environment as a basis for discussion, creative dramatics, reporting, reading, and writing. He/she selects prose and poetry that will enrich children's understanding and appreciation of the resources of city life. He/she is concerned, also, with introducing children to people, places, and events (both real and imaginary) beyond their immediate environment.

Uses them wisely. He/she plans to give from 30 to 50 or even 60% of the week's instructional time to the direct teaching of language arts. How much of this is given to listening or speaking or reading or writing is determined by the needs of the children. When children have special problems of language learning, it is believed that more time should be devoted to reading and related language arts. This might be as much as three hours a day with ninety minutes for reading and ninety minutes for the other aspects of language arts.

Language Arts Program for a Week in October

Oral Expression (Speech in Action)

Listening to determine effect of intonation (pitch, stress, pause) on the speaker's meaning, e.g., You can't go there vs. You can't go there; Mary won the doll vs. Mary won the doll.

Discussing topic of interest to class; trying not to repeat idea expressed previously.

Reporting informally to group information pupils were assigned to find; trying to give accurate information.

Reading orally in audience situation (only the reader has copy) a favorite rhyme or poem, a composition, an excerpt from children's newspaper, a joke, an incident from story being read by pupil.

Reciting in chorus a favorite class poem, reciting or reading orally favorite lines or stanzas of familiar poems.

Written Expression

Composition. Using a topic sentence (Columbus and I are both discoverers.) to develop a cooperative composition, individual pupils adding one or more original sentences to expand the composition with examples or details. (I discover things in or about my world, too.)

Language

Speech — Emphasizing the distinction between the sounds of *d* and *th* in common words; noting use of tongue, teeth, lips for each.

Usage — Playing a language game to give practice in use of He (She, They) *did* it.

Vocabulary — Using autumn leaves to build list of words, describing how leaves look, feel, sound, act.

Sentence Structure — Expanding a basic sentence pattern, e.g., "The wind blew the leaves" by adding adjectives and adverbs; using appropriate punctuation.

Spelling — Learning (by teach-test or test-teach method) 15 words drawn from spelling list and current class needs. Using alphabetized list to proofread words in original sentences.

Handwriting — Learning and practicing the cursive form of the letter *l*, using appropriate spelling words for practice of *l* and other letters previously taught — *l, t, e* — (lie, little, ill, let, tell).

(Reading and) Literature

Listening to *Crow Boy* by Taro Yashima read to class or group by teacher; comparing story to others by same author or to other stories of same genre (type).

Dramatizing scene(s) selected by pupils; encouraging spontaneous dialogue.

Discussing cause-and-effect relationships in story; guiding use of cause-and-effect relationship in oral and written compositions. (Reading in content areas to note cause-effect relationships.)

Reading in library period self-selected books of poetry or prose; planning to share a poem or passage with group.

Providing for Individual Differences: New York City

Children learn at different rates and require different materials, experiences, and instructional techniques. Individuals learn different things from the same experience. The section which follows describes different types of learners and makes suggestions for adapting instruction and material to their needs.

SOME CHILDREN	THE TEACHER
Learn rapidly; read at levels considerably beyond the majority of the group	Provides individual activities beyond the usual group assignments; sees that books and reference materials cover a sufficiently wide range.
Can handle abstract ideas; are able to generalize and hypothesize.	Poses problems, questions, and experiences that require children to select ideas, relate and evaluate them, and make generalizations.
Pursue individual interests of academic value – collecting stones, cars, dolls of different countries; reading about dinosaurs, etc.	Encourages children to continue and extend interests; helps them to plan ways of sharing with class.
Approach problem solving creatively and use materials and equipment imaginatively.	Praises original ideas and solutions; provides material and equipment with which to work.
* * * * * * *	
Lack confidence in their ability to learn.	Develops confidence by providing activities, materials, and assignments that insure success.
Learn and work at a slower pace than others in group; need to take smaller learning steps.	Adapts instruction to individual and group needs. Introduces new concepts slowly, allowing time for understanding; allows sufficient time for assignments; encourages some pupil-pupil partners.
* * * * * * *	
Need additional and varied exposure and practice to "fix" learning; require continued teacher supervision.	Provides frequent review; makes a totally new approach to instruction which failed to achieve its objective; uses multi-media approach; works whenever possible with individuals or very small groups.
Lack interest in work and study; work without method, system, or goals.	Gives time, instruction and close supervision to development of work-study habits; sets sensible standards and is consistent in requiring children to meet them.

SOME CHILDREN	THE TEACHER
Regard school materials indifferently; treat them carelessly	Develops standards for handling materials; tries to find new, fresh, provocative material.
Need continued evidence of and praise for progress, however slight.	Finds something to praise in each child's performance. Sends material home at times; gives it importance in school by sharing it with other children, classes, the principal.
Require special support strengthened by interest and cooperation of school and home.	Reports frequently and formally to child and parent. Plans parent-teacher conferences, providing translator when necessary; includes child on appropriate occasions.

The home and community environment has a profound effect on children's readiness to learn and their ability to learn. When home or community suffer severe deprivation of some kind, children's adjustment to the school situation is likely to be difficult. Some children from homes or communities described as "deprived" give little or no evidence of this deprivation in their school relationships and performance. Others find adjustment to the school situation very difficult. The material which follows indicates some characteristics and needs of this latter group and makes suggestions to the teacher for meeting their needs.

Are accustomed to considerable freedom of movement and self-determined and self-directed play activities; are ingenious in devising games and materials.	Praises independence of thought and action; encourages creative use of time and equipment.
Are happiest and most confident when permitted to engage in physical activities.	Provides ample time for physical expression — running, jumping, skipping, dancing, balancing, playing musical games. Praises motor skills.
Use actions, gestures, facial expressions, noises rather than words to communicate.	Encourages children to use language to make known their wishes and needs, or to describe actions.
Tend to rely on physical skill and physical courage to bolster self-image and to meet problems.	Shows children that talking things over is a better way of solving problems than name-calling and physical force.
Are less confident in school situations than in out-of-school situations.	Builds confidence so that the child can expect reaction and reward from adults when he/she completes a task, observes things around him/her, expresses curiosity, asks questions, and explores ways of finding answers.

SOME CHILDREN	THE TEACHER
	Has high aspirations and expectations for all children. Communicates to child, by word or manner, recognition of progress, even if slight, and a belief in his/her ability to master a skill or resolve a problem.
Can accept responsibility and enjoy importance of being requested to share in classroom duties.	Rotates duties and assignments; gives dignity to assignments by displaying names, calling attention of visitors to current monitors; discusses need for housekeeping routines; stresses individual responsibility for and pride in room appearance.
Have a limited range of concepts and vocabulary useful in school; are not accustomed to looking for similarities that help them to classify objects.	Checks constantly on child's understandings; is alert to need to give directions for use of objects and materials "common" in many homes. Allows additional time for children to become adept in their use.
	Plans activities involving labeling, classifying, and talking about objects. Uses verbal experiences to deepen understandings, e.g., relative size, types, and group of objects.
Are limited in ability to draw inferences, or to generalize on the basis of related experiences.	Provides experiences through which he/she guides children to arrive at generalizations and draw inferences.
Are not inclined to review experiences, to see relation between what happened today and what happened yesterday.	Increases the number of experiences designed to stimulate recall and to relate the past to present and the future. Remarks "Yesterday we went..." "Today (this morning, this afternoon) we are going to..."; "When we were painting..."
Have little experience in planning for tomorrow or next week; expect immediate reward or satisfaction.	Involves children in short-range planning (morning, next lesson). . Plans for immediately satisfying outcomes. Gives occasional surprise rewards. Leads children into long-range cooperative planning for special celebrations.
Have limited experience with school-type materials — pictures, books, educational toys and games; are insecure in handling and responding to them.	Provides abundance of intellectually stimulating materials and time to handle and enjoy them, e.g., games involving matching, rhyming, identifying, classifying. Gives careful direction in handling and use of materials.

SOME CHILDREN	THE TEACHER
Know TV personalities, commercial jingles, and slogans.	Allows children to sing commercials, name favorite program. Reads nonsense poems and stories; encourages them to repeat nonsense words, to make up their own.
Find it easier to discuss and evaluate incidents that are presented through dramatization rather than through verbalization.	Allows children to act out incidents using projective devices such as puppet, toy microphone, active telephone to enable child to speak freely. Encourages role-playing in the housekeeping corner and in solving problems of class living. Uses objects, pictures, stories, filmstrips, and firsthand experiences as basis for conversations and discussions.
Find it difficult to relate to unfamiliar adults, to confide in them.	Finds opportunities to establish one-to-one relationship with child; comments positively on personal appearance, performance, etc. Encourages child to talk with him/her about individual interests and problems.
Are shy in revealing personal fantasies and world of their imagination.	Involves child in creating additional incidents for familiar story or TV characters, and creating imaginary characters and incidents. Encourages children to select media (puppetry, drawing, creative dramatics) for interpretation.
Lose interest in sustained "talking" by the teacher or other adults.	Tries to watch his/her own "talking" time; encourages dialogue with children; intersperses verbal instruction with gestures, objects, pictures, pantomime. Gives children interesting things to talk about, limits "listening time;" watches for signs of restlessness; adjusts activities.
Listen actively when physical response or game element is present, or there is a visual focal point of attention.	Uses listening games that have a fun element and call for action rather than verbal response. Involves listeners in activities such as refrains, pantomime, rhythms.

SOME CHILDREN	THE TEACHER
	Makes provision for interaction (teacher-pupil, pupil-pupil); notes how child feels and acts.
Have patterns of language that represent a dialect unlike language of school.	Accepts the child's language pattern for communication purposes; selects frequent, crucial class errors for correction; approaches them not as incorrect vs. correct but as appropriate or not appropriate in school (school language).
Find their vocabulary inadequate, unfamiliar, or inappropriate in school situation.	Plans many activities to develop concepts and related vocabulary; checks constantly on word meanings; replaces vulgarisms with acceptable words and expressions.
May have speech patterns that result in poor communication with teacher or classmates.	Assists child in speaker-audience situation; plans program of speech activities designed to improve enunciation, pronunciation, speech melody.
	Uses tape recorder for children to record and listen to their own voices in different situations.
* * * * * * *	
Are learning English as a second language; have had little or no practice with the sound system, structure, and vocabulary of the English language.	Supplements the class program with additional instruction and practice in English. (See Chapter VI.)

Planning Instruction: Wantagh

FEATURES: *Attention to thinking skills as a basis for discussing and presenting ideas; emphasis upon logical analysis and imagining as well. Paves the way for later experiences in writing.*

Topic: THINKING--Comparing

Level: Kindergarten
Key: E
Thinking Skill: Knowledge
Performance Objective: The students will be given an awareness of the skill of comparing through likenesses and differences to the satisfaction of the teacher.

Background:

Children have been exposed to likenesses and differences before entering school, through family living. In kindergarten, children are now exposed to additional kinds of comparisons.

Procedures:

1. Comparing children:
   boys - girls
   tall - short

2. Comparing days as to weather:
   windy - cold
   not windy - warm

3. Party days as different from a regular school day.

4. Comparing sounds:
   loud - soft
   high - low

5. Comparing sizes, shapes, and textures of all things.

Activities:

1. Using musical instruments, ask children to identify sounds that are high--low--soft--loud.

2. Ask children to play their instruments softly--loudly.

3. Have children with instruments that play higher, alternate with those playing lower tones.

Additional Resources:

Teacher Notes:

Topic: THINKING--Observing

Level: Kindergarten
Key: E
Thinking Skill: Knowledge
Performance Objective: The child will be able, through guidance, to observe for a purpose to the satisfaction of the teacher.

Background:

Young children take their world around them for granted and do not concentrate on specifics. The teacher's task is to guide them to notice details and substance and some concern for observation.

Procedures:

1. Look around the classroom and tell what you see.

2. Walk around the school and tell what is in it.

3. Outdoor walks to observe specifics -
   e.g., how many green cars
   how many white houses

4. Observe each other.

5. Observing plants and/or animals.

Note:

1. The procedure of observation is to look for one specific at a time -
   e.g., only green cars are to be observed today.

2. Each specific area of observation should be repeated throughout the year.
   e.g., green cars
   red cars
   trucks

3. Observing should be explained as looking and watching. Use the terminology observe -
   Today we will observe how many cars pass by.

Additional Resources:

Teacher Notes:

Topic: THINKING--Classifying

Level: Kindergarten
Key: E
Thinking Skill: Knowledge
Performance Objective: Students will be able to group things into various categories such as size, shape, color, etc., to the satisfaction of the teacher.

Background:

Children are exposed very early in their lives to systems of classification. The kitchen cabinets and the china closets are organized in certain ways: the plates go here, and the cups go there, and the saucers here, and the glasses there. In the putting away of silver, the forks have a special place; so do the knives and the spoons and the ladles. The rooms of the home have different labels and functions: a dining room, bedrooms, kitchen. Oftentimes things "belong" in a room. Clothing has its groupings: clothes to play in, to sleep in, to work in, for school wear and for party wear, for summer and for winter.

Procedures:

1. Classify blocks
2. Shapes
3. Colors
4. Beads
5. Buttons
6. Shells
7. Special places for classroom equipment.

Activities:

Take a huge box of buttons. Ask the children to sort according to:

1. color
2. size
3. shape

Additional Resources:

Teacher Notes:

Topic: THINKING--Looking for Assumptions

Level: Kindergarten
Key: E
Thinking Skill: Knowledge
Performance Objective: The pupils will begin to be made aware of assuming whether facts are true or false, to the satisfaction of the teacher.

Background:

It is possible for kindergarten children to understand the meaning of assumptions by using vocabulary that is familiar to them, such as, "What is really true here?" and "What did you guess to be true?". The teacher is urged, at this point, not to reject the assumptions of children, but only to help the children understand that assumptions are being made.

Procedures:

1. Simple science experiments

2. Optical illusions

3. Assuming procedure for the day

Activities:

Show the children a candy bar. You are going to divide this candy bar between John and Kathy. How much will each have? (If children say that each child will have equal shares, you may break off 1/8 and give it to John and give the rest to Kathy. Ask them if they guessed or how they knew that each child will have an equal share.)

Additional Resources:

Teacher Notes:

Topic: THINKING--Imagining

Level: Kindergarten
Key: E
Thinking Skill: Knowledge
Performance Objective: The student will be made aware of the difference between reality and imagining to teacher satisfaction.

Background:

To imagine is to form some kind of an idea about that which is not actually present; it is to perceive in the mind what has not been wholly experienced. It is a form of creativeness. We are released from the world of fact and reality and are free to roam where, perhaps, no one has ever been or ever will be. But we roam in infancy. We make mental pictures. In other words, we imagine.

Imagining takes a readiness to leave what is prosaic; it involves inventiveness and originality, a freedom to entertain what is new and different. When we ask for the release of the imagination we then cannot ask for supporting data. The imagination goes beyond data, beyond our experience.

Procedures:

Ask children to freely imagine. These are some ways to help stimulate the imagination.

1. What would you do if you nad a hundred blocks?
2. What would you do if you were a tiger?
3. What would you do if you could eat ice cream all day?
4. What would you get if you could buy twelve toys?
5. What would you do if you had three wishes?

Activities:

Additional Resources:

Teacher Notes:

II. F. STRESSING SKILLS AND OTHER CONTENT

The sections which follow deal with the teaching of skills in reading, writing, speaking, listening, literature, language, and spelling. Each section provides you with one or more techniques that you may find useful in a particular grade, class, or group, or with a particular student.

II. F. 1. READING

In a typical elementary school, the teaching of reading skills plays an important part in the English language arts program. In the State English Language Arts K-12 strand in Reading, and in textbooks and courses of study, teaching suggestions and student activities in reading abound.

The following pages present a basic reading skill and a technique for teaching it which you might find useful.

Reading: Merrick

FEATURES: *Specific, practical techniques for teaching consonants and vowels.*

Rdg.
Grade 2-S/WA-2
Structural/Word Analysis

DECODES WORDS WITH CONSONANTS/SHORT VOWELS

TEACHING SUGGESTIONS/ACTIVITIES:

•Say a word containing a short vowel sound. Each child selects the card containing the sound and holds it up or places it in the insert at the top of the alphabet chart.

•Make a set of five keys for each child. Print a vowel and its key word and/or illustration on each key.

e.g.,

a - apple	a - art
e - elephant	e - egg
i - ink	i - in
o - octopus	o - on
u - umbrella	u - us

Fasten keys together with string. Then say a word containing a short vowel sound. The children find the appropriate key and hold it up for you to see.

•Give a word having the short sound of a, such as hat. The children give other rhyming words - rat, cat, mat, sat. As you write the words, the children read them. Erase the initial letter and ask what is left; the children give the short a sound. Hold up the words again, asking the children to pronounce them as you write.

•Teach phonic element (procedure in front.)

•List the following words on the board, act, ran, hat. Ask children to listen to the sound of "a." Help them to generalize that when there is a vowel in a word and the vowel does not come at the end, it usually has a short sound. Reinforce with all vowels.

•Change the vowel and make a new word (hat, h_t).

•Construct multiple-choice sentences that include initial, medial, and final letter differences.

e.g., The bear was asleep in the (hut, log, leg).
The farmer was in his (bag, bat, hut).

•Prepare a list of words, four words in each row. Children should select the words in each row that have the same vowel sound. bed- be- let- red.

Rdg.
Grade 2-S/WA-6
Structural/Word Analysis

Y IN FINAL POSITION

TEACHING SUGGESTIONS/ACTIVITIES:

•Help children recognize that "y" at the end of a word functions as a vowel.
Teacher writes words on blackboard, my - try- fly
etc.
Children are led to generalize sound of "y" in one syllable word (long i)

•Same procedure may be used with words of more than one syllable, baby - hobby - barley. Lead children to generalize the sound of "y" in words of more than one syllable. (long e)

•Add "y" as an ending to each word. Say the words.

flower	good	grass
hill	sand	might
sleep	snow	squeak

Rdg.
Grade 2-S/WA-3
Structural Word/Analysis

LONG VOWELS WITH SILENT "e"

TEACHING SUGGESTIONS/ACTIVITIES:

•Write on the board three words, from the children's reading vocabulary, having long vowel sounds:
cake - shine - rope

•Ask the children to contribute words having the long vowel sounds, and write these on the board.

•Present the children with a list of words. Have them mark long (ˉ) for the sound of the vowel.
cat - clap - came - shine (etc.)

•Write the word dim on the board. Ask the children to pronounce the word. Add an "e" and ask the children to pronounce new words. Ask what the child notices about these words. When an "e" is added, the "i" is long.
(Use same procedure for other vowels.)

II F.2. WRITING

Recent research on the nature of writing, the composing (writing) process, and the teaching and evaluating of writing has provided new insights for teachers at all levels. For example, there is an increasing importance placed upon the student's self-evaluation of his/her writing, using specific criteria. What does this do? It focuses the student's attention upon the important elements involved in a specific writing task, and increases his/her awareness of successful performance of that task .

The following pages describe such practices as used in two school districts. Consider them, if you will, for possible use in your class or school.

Writing: Williamsville

FEATURES: *Use of a Writing Kit containing several elements, such as a teacher activity sheet; a sheet for student use to encourage self-evaluation of writing.*

INTERMEDIATE LANGUAGE ARTS WRITING KIT

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Teacher Guide Sheets

INTRODUCTION

The goal of this project was to update the Intermediate Language Arts Writing Kit, whose purpose was to encourage the development of a child's writing ability. To accomplish this, the Kit has been reorganized, activities have been rewritten, new activities have been added, illustrations and transparencies have been included, and the activities have been coded to the Minimal Competencies Guidelines and correlated to other curriculum areas. A teacher sheet has been developed for each activity, listing suggestions for its use, the coding and correlation, optional activities, and a list of resource materials. Also included in this Kit is a sheet for student use, encouraging self-correction.

YES SHEET

Your Editor says that a good author always checks and reads what he or she has written. Ask yourself the following questions:

Did I say what I wanted to say?

Did I use good sentences?

- Do they make sense?
- Are they complete?
- Did I avoid run-on sentences?

Did I use interesting, descriptive words?

Did I spell all words correctly?

Did I capitalize:

- The beginning of all sentences?
- Names of people and places?
- Names of days and months?
- The word "I"?

Did I put a period, question mark, or exclamation point at the end of each sentence?

Did I use quotation marks when people talk?

For a story:

- Is the beginning interesting?
- Is the ending satisfactory?

A Title

A title may be written first, last, or while writing.

Capitalize the important words.

WRITING EXPERIENCE 1a

What makes you happy? Different things make different people happy.

On your paper copy and complete the following sentences:

I was happy when _____

_____

I am happy when _____

_____

I will be happy when _____

_____

Now write a paragraph of four or five sentences telling what makes you happy. You may use the sentences you just wrote or any other ideas you have.

WRITING EXPERIENCE 1b

Here is the beginning of a story:

It was late at night and I was all alone at home. It was then that I heard something or somebody making a creaking noise on the cellar stairs. A few seconds later the cellar door squeaked open.

Now complete this story on your own.

Now check the YES sheet!

WRITING EXPERIENCE 1c

Look at the line on this paper.

Use this line to start a drawing.

Complete the drawing any way you would like.

Write a story of at least five sentences about your drawing.

Now check your YES sheet!

FEATURES: *Preface which delineates the district's point of view regarding writing; diagnostic grid sheets to describe individual student's and class' progress; effective list of techniques to motivate writing.*

PREFACE

We trust that the philosophy of the Bronxville School permeates every page, and that all those who read will discern our concern for each child. We realize that each child needs a special program designed specifically to bring him/her to his/her highest possible level of competence skills. We know a child must be given time for growing, but we hope that the growing time will be so guided that each child attains maximum development in the ability to write creatively with skill and ease. In other words, we desire for each child all the mastery of writing skills of which he/she is capable. We are eager to develop interests and goals which will persist with the student all through adulthood and which will make him/her enjoy writing.

Although the term "creative writing" is commonly used to set aside a special kind of writing, generally limited to stories and poetry, the scope of this guide is extended to include all experiences in writing which the child encounters. Communication is facilitated and enhanced by various techniques defined in this manual. Such techniques are as valid in the book report, the business letter, and the research report, as they are in the poem or story.

Because we hope each section of this guide will retain its unique flavor and truly present the thinking of the teachers who prepared it, no attempt has been made to make the various sections conform in organization or style. They do conform to a common philosophy and belief that each child is important and that each must, in the light of all we know of research and practice, be led to achieve his/her utmost.

This writing guide represents many months of studying varied sources. Teachers on the writing committee met with consultants and visited schools. Perhaps most importantly, creative ideas shared by Bronxville teachers form an important basis of this writing guide. This guide is intended to be practical, to assist, and to enrich your writing program. The members of the writing committee hope you will find the suggestions helpful and useful.

DIAGNOSTIC GRID SHEETS

Growth is considered on an individual basis. Variation in accomplishment is found at each grade level.

All through their writing experience the children are encouraged to express themselves with sincerity and individuality. Such questions as these help the children to evaluate writing - Does it sound like you? Is your idea clear? Will others understand what you have to say? The children are helped to see that the tone and appearance of their work determine the type of response they may expect from the reader. They see that the details they select for emphasis and their choice of words can make a character come to life; a scene vivid, and a mood felt.

At each grade level the teacher needs to check against the following questions about children's writing:

Does the children's writing fulfill their purpose?

Do they write for fun, voluntarily?

Does writing give them satisfaction?

Do they use writing as a tool in their everyday living with increasing ease and effectiveness?

Is it based on concrete and personal experiences?

Does their writing show improvement and control in the skills and techniques taught?

Do they use the forms correctly which have been stressed in their grade and the grades preceding?

Is their writing supplemented by dictation and oral expression so that they are not confined to expressing themselves within the limits of their ability to spell and to write for themselves?

Does their writing show originality of expression?

Does it reveal understanding of the material about which they write?

The writing committee has found the following two grids to be quick, concise, and practical. The first grid is for the individual child, allowing the teacher to trace the development of the child in five major areas. Space has been provided to add your own categories as well. Use the signs, symbols, or systems that are most comfortable for you. We feel it is an efficient way to track the child's progress throughout the year.

The second grid reflects the progress of the entire class. This grid allows the teacher to pinpoint topics that have either been mastered or need further instruction. Again your sign, symbols, or systems are your own.

Both grids correspond with the techniques and suggestions presented in the guide. They are concise and orderly ways of keeping a record of each child's progress as well as another aid when reporting to parents.

It is our recommendation that each child should have a writing folder in which he/she keeps all writing assignments from the beginning of the year. The teacher can decide whether the student keeps his/her own folder, or if the teacher keeps them all together.

DIAGNOSTIC GRID SHEET (GRADES 3-6)

STUDENT:_____ GRADE:_____

TEACHER:_____ DATE:_____

VOCABULARY DEVELOPMENT

1. Varied language
2. Vivid language
3. Clear usage
4. Figurative language
5. _____
6. _____

SENTENCE STRUCTURE

1. Complete sentences
2. Types of sentences (varied)
3. Varied sentence lengths
4. Sentence openings
5. _____
6. _____

ORGANIZATION

1. Paragraphs
2. Topic sentence
3. Indentation
4. Sequence
5. Stays with subject
6. Transitional phrasing
7. _____
8. _____

MECHANICS

1. Spelling
2. Capitalization
3. Punctuation
   a. End of sentence
   b. Internal punctuation
4. _____
5. _____

PENMANSHIP

1. Line placement (spacing)
2. Size of letters
3. Formation of letters
4. Slant
5. _____
6. _____

MOTIVATING TECHNIQUES

AWARENESS OF WORDS:

Pick ten words from a well-known story or book that you are reading to the class. Put the words on the board. Have each child write a paragraph or story using those words as the core. Share the stories. (This could also be done by picking out ten unrelated words.)

What did the hamburger say to the bun, the mop to the bucket? Play with these situations.

Do a Rorschach print and write a story about it. What words describe your print?

Do thumbprints and illustrate around them; write a story to match your illustration.

Write a lullaby.

Write a prescription for an illness, imaginary or real.

Write mad-libs.

Write and illustrate the most fabulous ice cream concoction you can think of. Use plenty of descriptive words.

Write a letter to a friend. Leave out the letter "a". How many words can you think of so that it continues to make sense? Have your friend guess why this message is so "special." Try this with another letter of the alphabet.

Write two want ads. Be careful in choosing your words so that your candidates will be exactly what you want. Read the want ads and examine the choice of words.

Tell how your feet or stomach felt after a night out on Hallowe'en.

Use headlines from newspapers or magazines, a few precise words, to spark a story or several paragraphs.

Analogies can be practiced to make children more aware of relationships and more creative in expressing them.

Have each child bring in one word to share with the class. The words can come under different categories: words that repeat one sound, words that are fun to say, words that make you feel happy, words that make your skin crawl, words that do not sound like what they mean. . .

Brainstorm ideas and types of words, interesting words to expand writing as well as making it more interesting.

Make certain words (and, so, then, said, pretty, good, happy, like) outlaw words. Make a game of not allowing children to use them in their writing. Make lists of words that could take the place of the outlaws!

Have children brainstorm, individually, or in small groups, all the possible synonyms for commonly used words. Find as many possible ways as you can to replace the word "said." Put the lists on large, easily available charts hanging around the room so that they can be used all year. Use the thesaurus.

Use spelling words of the week to write sentences.

Use spelling words of the week to write a story.

Allow a child to choose a word of the day or of the week. Discuss its meaning; encourage children to use it in their writing and their speaking. Keep a list of these words; alphabetize them; use them during the year.

Put the week's spelling words into a word jumble or word find.

Write a story using as many homonyms as possible.

Read and share riddles; discuss the use of words; write your own riddles.

From the newspaper, on the sports page, find as many words as possible that mean "to win," or find as many words as possible that mean "to lose."

Pretend you are an inanimate object. What words would you use the most? Make a list of complaints!

Draw a cartoon and make conversations. (Also good to reinforce dialogue and punctuation.)

Use catalogs, such as F.A.O. Schwartz, to find descriptive words, words that make you want to buy. Give yourself a budget and have a shopping spree with words!

The weather - it suddenly clouds up - lightning and thunder. Brainstorm all of the words that you could associate with weather. Write a story with these words.

Each child can compile a special interest dictionary with words related to one topic: science words, color words, words dealing with feelings.

Find palindromes: words which spell the same forwards and backwards: ' Anna, eve, noon, kayak.

Try to find palindrome sentences: Sir, I'm Iris. Madam, I'm Adam.

Brainstorm a list of all words with a common sound, either initially or finally or internally. Use them to write a poem, a limerick, or haiku or other short form.

Collect homonyms over a period of weeks. Use them to write a clever poem which uses the homonyms to play on words.

Have class generate a mini-thesaurus based on words which they feel they overuse. Reproduce for individual use or put on charts for total class use.

Make a homonym mobile. Illustrate the words to clarify their use.

As you read stories to the class, have them collect the words which the author uses that are most appealing to them and which they would like to incorporate into their own vocabularies.

SENTENCES: EXPANDING AND MODIFYING

Give the class a kernel sentence: The dog ate the bone. Now expand this sentence by answering the following questions: who, what, when, where, how, why. Make your answers as descriptive as possible. This can be done with the entire class and then practiced individually.

Use spelling words to write complete, descriptive sentences.

Read sentences aloud trying to hear complete thoughts or to hear run-on sentences.

Invert word order to put phrases at the beginning, middle, or end of sentences for more variety.

Example: Next to the door are five lockers.
There are five lockers next to the door.

Write as many sentences as possible using words that leave out one letter, for example "a." How many sentences can you form with words without the letter "a"?

Write a story using at least two exclamation points, three periods, and two question marks.

PROOFREADING TECHNIQUES #3

CLASS CHECKLIST: A PRIMARY CHECKLIST (sample #2)

- Did I use COMPLETE sentences in my story?
- Did I use a CAPITAL letter at the beginning of each sentence?
- Did I use a CAPITAL letter at the beginning of a word that is the name of a SPECIAL person, place, or thing?
- Did I use a PERIOD each time I came to a long pause in my story?
- Did I use a COMMA after a short pause, or after listing three or more things?
- Did I use colorful words?
- Did I begin my sentences in different ways?

II. F. 3. SPEAKING

Successful teaching of skills in speaking often depends upon the appeal of the activity to the students.

Try one or more of those that follow, with students from kindergarten on up.

Speaking: Livingston-Steuben-Wyoming Counties BOCES

FEATURES: *Excellent activities drawing upon student's experience and encouraging all students to participate.*

STORY BRIEF K+

Skill: Telling stories

Over the period of a few days, read to or have the children read several books with pictures. At the end of that time, have the children select one of those books and tell the story to the rest of the children, using the pictures in the book while talking.

STORY POPPERS K+

Skill: Telling stories

On cards, write story beginnings. Have each child draw a card and tell a story starting with the "story beginning" on his/her card. (These may need to be read to the child in lower primary grades.)

Example: Once upon a time I was riding my bicycle.

STORY ALONG K+

Skill: Telling stories

Have one child begin a story and have each child add one sentence to the story.

Example: I was walking down the street.

OLD FAVORITES K+

Skill: Role-playing

Discuss favorite TV shows and characters and invite the children to get out their favorites.

BROWN BAG FEELINGS: OR THERE'S HAMBURGER ALL OVER THE HIGHWAY K+

Skill: Role-playing.

Broken pickle jars, ketchup on the grass, hamburger all over the road - no wait, this bag didn't break. A brown bag that didn't break before you got the groceries in the house. A miracle! Why not collect a bunch and bring them to school for children to make feeling masks. Encourage bright lively colors and when they finish, let them wear and relate to you and others how they are feeling at the moment.

SURPRISE BAG K+

Skill: Describing effectively.

Have a "surprise bag" filled with everyday items that are familiar to your children, such as small toys. A child chooses a "surprise" and describes it for one minute. Vary time lengths to suit your grade level.

GO TO IT! K+

Skill: Organizing and expressing thoughts.

For groups of children make wheels on which are written four topics. Divide the class into groups. Each child in the group spins the wheel and talks about the topic on which the wheel stops.
These could be pictures for lower grades.

MIRROR, MIRROR ON THE WALL! K+

Skill: Describing effectively.

What do you see when you look into a mirror Do you smile, frown, wink, dangle your tongue? Pass some mirrors out to your children, allowing them time to look at themselves in various moods. Ask them to describe what they see. To extend imagination, have a "What If Box" handy with such things as:

When I looked into the mirror I noticed my head had changed to a butterfly.
Have the children describe the butterfly.
Encourage them to create their own "When I Look into the Mirror."

ANIMALS K+

Skill: Role-playing.

1. Discuss different characteristics of different animals.
2. Ask for volunteers to be those animals (one at a time, at first).
3. Ask another child (volunteer) to be that same animal, pointing out clever characteristics.
4. Ask, what else does this animal do? How does this animal eat its supper?
5. Now introduce another animal, repeating the former situation.
6. Then put the two together and ask the class what barnyard animals talk about.
7. Have the cow and horse talk together while eating.

THE SEASONS

K+

Skill: Communicating and exchanging information.

Discuss fall in relation to the five senses, using leaf puppets on which the children put faces to represent how they feel that day.
Ask the children what they see, hear, taste, smell, feel from the top of their tree. Have them tell what a red leaf would feel or say, a green leaf, a yellow leaf, etc.
Using this poem, have the colored puppets indicate when their color is mentioned.

Autumn is the season
For leaves to fall down
Turning from bright green
To orange, red, and brown

ORANGE BLOSSOM SPECIAL

K+

Skill: Describing effectively.

Get your children's arms and legs choo-choo-chooing down the track. Turn them on to the Orange Blossom Special, possibly the greatest fiddle tune in the bluegrass tradition. Young children are rhymthic beings. Dance and movement are natural to their consciousness. Bluegrass is just great foot-stomping music. It is gay and lively and open to all kinds of bodily movements. Play some for children and see what happens. The Orange Blossom Special lends itself to the interpretation of an old-fashioned steam engine rambling down some country tracks. After you play and act out some of the music, have the children describe to you what they imagined and felt. You will develop both speaking and creative listening skills.

PICTURE THIS

K+

Skill: Communicating and exchanging information.

Have the children collect pictures from magazines and mount them. Display these on a bulletin board. Have a child describe a picture. Let other children try to identify the picture being described. Child who identifies correctly becomes the next leader.

HOWDY

K+

Skill: Describing effectively.

Have the children make paper bag puppets, using the bottom of the bag for the mouth. The puppets could be firemen, policemen, fathers, old men, Miss Americas, etc. Let each puppet be introduced to another puppet, telling something about the occupation of that puppet.

Speaking: Livingston-Steuben-Wyoming Counties BOCES Scope and Sequence Chart

SPEAKING SKILLS	K	1	2	3	4	5	6
1. Developing vocabulary.	**						
2. Developing correct language patterns.	**						
3. Memorizing.	**						
4. Developing good speech habits. (pronunciation, enunciation, & voice control).	**						
5. Developing ability to speak in sentences.	**						
6. Organizing & expressing thoughts in a logical sequence.	**						
7. Describing effectively.	**						
8. Making comparisons.	**						
9. Communicating & exchanging information.	**						
10. Telling stories.	**						
11. Role playing.	**						
12. Discussing.	**						
13. Developing an awareness of the purpose of speaking.	**						
14. Developing an awareness of the needs & interests of the audience.		**					
15. Explaining effectively.		**					
16. Choral speaking.		**					
17. Developing non-verbal expression.				**			
18. Oral reporting.				**			
19. Interviewing.					**		
20. Conducting a business meeting.						**	

II. F. 4. LISTENING

Inasmuch as listening takes up a large share of a child's or adult's day, instruction in listening skills is very important in the elementary school. Its increasingly important role in our society requires that students learn how to listen, for various purposes, and in varying situations.

The activities which follow are exciting ones, that teachers have used successfully. Help yourself to them!

Listening: Livingston-Steuben-Wyoming Counties BOCES

FEATURES: *Use of music and art as a means of motivating listening and the learning of specific skills, such as in discriminating between sounds.*

A MOOD PICTURE K+

Skill: Interpreting feelings from music.

Distribute to each child ten or more pieces of paper of different shapes and colors. Have each place these on a piece of construction paper that is at least 8 1/2 inches by 11 inches.

Play and listen to a musical recording. As the children listen, ask them to move the pieces of paper to show how the music makes them feel. Rearrange them, overlap them, discard them, and contrast them. When the music stops, they should paste down the design that pleases them.

They may then make up a word to describe their design and display it.

MOOD MUSIC FOR ART K+

Skill: Interpreting feelings from music.

Choose and play any recording which projects a very definite and obvious mood.

Pupils listen to get the feeling from the music.
Discuss how color represents feeling also.
Art paper is distributed and pupils draw whatever they feel from the music.
No one should speak aloud to interrupt the mood.

"A Night on Bear Mountain," by Moussorgsky can be used successfully as well as "Dance Macabre" by Saint-Saens to create a mysterious, somber, scary mood.

STORYTIME K+

Skill: Identifying cause and effect and predicting outcomes.

Use literature, story records, filmstrips, and matching records. Discuss the ending of the story with the class and help them to understand the specific qualities of the characters, the situations, and the events which brought about that particular end.

MUSIC SAYS

K→6

Skill: Interpreting meaning from music

Have children clap hands or tap feet to the music of percussion instruments or records with definite rhythm patterns.
Let children close their eyes and, using chalk, draw lines on paper to express feelings as they listen to different types of music. Encourage children to listen to different background music.
Note how it binds a TV program together, helps develop the plot, and ends the story. Play a musical composition, tape recorded or live, if you are musical. Let the children discuss what they think the theme or message of the composer is.
How does this make them feel? What mental images or word pictures did the music bring to the listener? Play another selection. Do not tell the title or composer.
Have children create drawings, paper construction, or write their reaction. Follow up by giving title and theme, and by discussing their reaction to the music.

SURFING ON AUDITORY WAVES

1→

Skill: Discriminating between sounds.

Sight is dominant. Our other senses suffer the same types of problems that a left hand does, if you're right-handed. It would be nice if we could all be ambidextrous in relationship to hearing, smelling, and touching.

You can make great strides by creatively stimulating and challenging those young ears. Briefly explain to your children that sounds travel to our ears in the form of waves. Have them get into the fluidity of waves by arranging them in a long line. Have them imagine that they are still water, and the wind kicks up, or a motorboat passes them, sending a gentle ripple down through them. They should enjoy this. Explain that sound travels this way. Develop next the concept of a surfer, a person who enjoys riding waves. Tell the children that through the course of the week, they are going to become ear surfers. Take them outside to the gregarious world of buds, trees, bees. Maybe have them concentrate on the sounds of different birds, or various street sounds. Encourage them to see if they can spot where the particular sound is coming from; help them to identify the particular bird.

When coming back in, pass out official (homemade) ear surfer badges. Get them involved in murals and drawings of all the things that rode the rough riding air waves to their ears! As you involve your children in more ear training, you may want to get them involved in using the tape recorder.

Be on the lookout yourself for various and unusual sounds to record. Around the house, for example: filling a salt shaker, cat purring, sneezes, water going down the drain. There are billions. This can lead to classifications and various contests in naming sounds. Also sounds around the school: closing Venetian blinds, coffee perking, janitor waxing the floor, etc.

One other thing, as your children become more familiar with the creative use of their ears--you can lead them into some "sounds like comparisons." For example, a spider crawling across the floor sounds like a baby ant snoring!

FEATURES: *Attention to qualities of a good listener and to purposes for listening; excellent use of audiovisual aids to teaching skills.*

LISTENING K - 6

Listening occupies a baseline position in relation to speaking, reading, and writing. In a quantitative sense it is most important, since about half the average adult's or child's day is spent in listening. In a qualitative sense, listening is equally important: the "knowledge explosion" requires that information be processed as rapidly as possible--in school or out. Listening is a major means by which this may be accomplished; thus teaching listening must be a concern of every teacher.

Providing direct and regular instruction in the listening skills results in more effective listening and improved attitudes. The teaching necessary, however, must be based upon clear-cut purposes--understood by both teacher and pupils--and should be followed by evaluation of pupil learning.

Listening, in short, is conceived not as a passive activity focused on isolated exercises but as a preliminary to some action the learner was to take. Listening is thus interwoven with a variety of language activities.

Qualities of a good listener include:

1. A purpose for listening
2. Thinking as one listens
3. No distraction from listening
4. Control of emotions
5. Recognition of responsibility to the speaker
6. Preparation to react to what one has heard

Some Purposes for Listening

1. To get the main idea.
2. To select details.
3. To establish a mood.
4. To answer questions.
5. To summarize information.
6. To separate fact from opinion.
7. To gain a visual image.
8. To appreciate, enjoy.
9. To recognize propaganda, bias, or prejudice.
10. To determine the speaker's purpose.
11. To adapt information presented to a particular need.
12. To evaluate in terms of some criteria.
13. To perceive relationships.
14. To interpret unusual or especially appealing language.
15. To show courtesy.

TEACHING SUGGESTIONS

Teaching Children to Listen

1. Use a tape recorder in your class. How many different ways can you find to use it? Keep a record of the uses.

2. Experiment with the physical conditions in your classroom and their effects upon listening. Keep a record of different conditions you try and how you measured the results.

3. Prepare your own tape recordings of selections you can play for your class to help them to listen for main ideas, details, etc. Incorporate outlining and note-taking into this activity.

4. Tape record directions for games. As the children listen and follow directions you may observe and evaluate their ability.

5. Look in the curriculum guides in the school or district professional library. Record on cards listening activities suggested in these guides.

6. Find out from other teachers in your school what they do about teaching listening. Keep a record of what you are told.

Independent Listening Activities for Children

1. Tape record sounds of common objects such as a doorbell, electric mixer, telephone, lawn mower, water faucet, garage door, etc. Find and mount pictures of these and other objects. The child may play the recording and select the correct pictures, placing them in sequence. Be sure to space sounds just enough to allow time for selecting the pictures. Items may be named at the end of the tape so that child may check the accuracy of his/her listening.

2. Sounds may also be recorded to which the child listens and writes a word associated with each. For example:

   faucet -- gurgle, drip
   rain -- patter, pelting

3. Tape recordings of stories can be useful in many ways. For example, one child may listen to the story and select the "best" title from a list of possibilities provided him/her on a card. Another may listen for the main idea or to list the sequence of events. A third may listen to discover the feeling or mood or to find words which bring to mind particular pictures--tall house, round face, worn shoe, etc.

4. Have the child perform an experiment or construct an object after listening to directions only once. Directions may be taped or they may be read by another child. Taped directions should be spaced to allow time for performing each step; these might be for simple tasks such as folding paper to make a hat. Oral directions could be given at once and might include three to five simple tasks--for example, "Go to the window and raise the shade about two inches; then come back, sit down in your chair, and fold your arms." Children will enjoy thinking up unusual directions and attempting to perform tasks accurately.

5. Have a child listen to a recorded story or description and then draw a picture of the scene described or an episode in the story.

6. A child may prepare cutouts for the telling of a flannel board story from listening to a tape recording. Listening individually permits the child to relisten to parts of the story as needed to develop the sequence and to decide what illustrations he/she needs.

7. Have the child note and make a list of all the sounds he/she hears in a particular place--in the lunch line, on the playground, at a certain street corner on the way to school, etc. As an added bonus, he/she might use the list to write a "sound picture" of the spot, or might try to find the best words to describe each sound.

8. As a variation of the above the child may sit quietly in a corner of the room listening for sounds. For example, clock ticking, car going by, whistle, buzzer, dog barking, walking in the hall. He/she may write down a word or two for each sound heard. Or two children may listen for the same period of time and compare the number of sounds they have heard.

9. A child may listen to records such as those Sesame Street produces for a variety of purposes:

    "Rub your Tummy"--following discussions
    "A Face"--vocabulary development
    "One of These"--aural discrimination

10. A child may listen to the weather report on radio or TV and be prepared to present a forecast to the class, including expected temperature range, probability of precipitation, etc.

11. Newscasts may be listened to for a) major topic reported, b) name of newscaster, c) name of a public figure mentioned in the newscast, etc.

12. Have a child take notes on an assembly program or a program presented to the class for the purpose of preparing a written summary for the class diary for the year.

13. Oral presentations may be improved if a child tape-records a poem or story he/she is going to read to the class and then listens to it several times to discover ways to improve the reading. Monologuing for show-and-tell also provides constant oral practice.

14. Children may work in pairs, with one child reading a sentence and the other naming words that sound alike. Sentences such as the following may be prepared:

    Jane knew her mother would bring a new dress.
    The whole class saw the hole in the fence.

15. Working in pairs, children can use simple walkie-talkie sets to give directions to one another.

16. Keeping a log or diary of listening activities for several days will help a child recognize the importance of learning to listen effectively.

Activities for Grades 4 - 6

1. Children listen to newscasts and to comments made by political figures. Determination can be made as to fact and opinion.

2. Tell stories or descriptions, with listeners responding by making drawings relative to the story.

3. After hearing a descriptive scene read, children draw pictures depicting what they heard.

4. Read descriptions of well-known people -- perhaps persons studied in connection with social studies. Have pupils guess identities.

5. Read a story or folktale. (One related to current social studies program is a good tie-in.) Before ending the story, permit the children to guess the possible ending.

6. Children should listen to poems to determine mood and feeling. In addition, children may also listen for pitch, stress, pauses, rhythm, and tone.

7. Both poetry and stories which are unknown to the children may be read for many purposes. Two such purposes might be to determine a title and to give practice in the development of effective use of context clues to determine word meaning.

8. Interpretive drawings based on mood music.

9. Moving rhythmically to the sounds of music.

10. Sentences may also be read, omitting one or more words. Encourage the children to fill in the missing words.

11. Many things on television can be used for listening activities, including programs watched at home. For example, children who watch the cartoons can listen for and record grammatical usage "errors."

12. The use of audiovisual aids may add much to listening activities.

13. Repetition and addition of games help children actively alert and help to develop interesting sentences as well as to foster good listening habits.

14. Children may listen to classmates reading orally and then determine the necessary punctuation.

15. Give tests orally. This is most appropriate for questions requiring short answers.

II. F.5. LITERATURE

A rich program in literature in the elementary school includes the following: the direct teaching of skills in reading literature; the teacher's reading effectively to the class each day stories and poems which are well liked by students; encouraging the students to read and to use the library frequently; a classroom collection of books, and a reading corner for the classroom.

Also, note particularly on page 74 the evaluation form for the use of the teacher. Then explore the wealth of materials in this section. Good hunting!

FEATURES: *Allocation of specific skills to individual grades; excellent teaching activities together with lists of titles which serve as vehicles for the teaching of skills; teacher's self-evaluation form.*

CHARACTERIZATION

Skill Determine what a character is like Objectives Given an appropriate selection from which the characters have been identified, the child can identify what a character is like from what he/she says and/or does.	- Have children role play the character; draw the characters; depict the characters' costumes, recall descriptive words or phrases in the story that identify character traits, e.g., mean, good, selfish, etc. - Have children write a creative story depicting character traits. - Have children describe a character visually. Draw a person. Is he old? Is he young? Does he live in a cold or warm setting? (Use media - clay, drawing, painting. Create imaginary characters using cartoons, masks, etc.) - Have children construct a 3-D character such as a clown. - Have child act out a character description written on index cards and have other children describe the character's attributes. - Have children act out different characters in musical stories and songs. - "Sorcerer's Apprentice" - "The Bus" - Magic of Music Grade 2 - "Don Gate" Making Music Yours Grade 3 and 4 Silver Burdett - "Billy the Kid" - "Til Eulenspiegel" - "Peter and the Wolf" - ADV in Music, "Red Pony" - Copland, Grade 3, Volume 1 - "The Nutcracker" - "Pictures at an Exhibition" - Dance a Story - RCA Educational Record "Noah's Ark," "Magic Mountain Balloons," "Brave Hunter" - Carnival of the Animals - Saint Saens - "Animal Fair," Ginn, Singing on Our Way	Teacher Notes

CHARACTERIZATION

		Teacher Notes
Skill Recognize that each character possesses human qualities **Objective** Given an appropriate passage, the child can recognize similarities between him/herself and the storybook characters.	- Have child role play, "What would you do if?" - Write a letter to the character and have other children answer orally or in writing. - Respond orally or in writing to the question, "Why would you like to have this character as a friend?" - Read to the children, e.g., Gramatky, Hardie, Little Toot Leaf, Munro, The Story of Ferdinand Brown, Margaret Wise, Runaway Bunny Cleary, Beverly, Ellen Tebbits Aesop Fables, Mother Goose Rhymes Lang, Fairy Tale Books Field, Rachel, American Folk and Fairy Tales Matching own dialogue with other image - Video tape off commercial TV any brief situation. (A commercial, news weather report, President, etc.) Have the child dub over his/her own voice that matches in any way the video image. This often turns out to be a very humorous experience; however, it requires the child to be creative and to use his/her imagination. Have the children write dialogue that would be inconsistent with what is known about the character. - Old radio programs: Tape old radio programs broadcast on WRVR FM 106-7 such as the Lone Ranger, the Shadow, etc. Replay to the class, creating moods, environments, and settings entirely through sound. - Have the children respond to the following type of question: How can you discover the human qualities of the characters when you cannot see them?	

CHARACTERIZATION

		Teacher Notes
Skill Recognize reactions and motives of characters. Objective Given a story, the child will demonstrate an understanding of character motive - why a character acts as he/she does in a particular story.	- Read to the children and have them discuss why a character acted as he did in a particular story. - Use, e.g. Warner, G.C., The Boxcar Children Heyward, DuBose, The Country Bunny and the Little Gold Shoes Aldis, Dorothy, Dumb Stupid David Lang, Fairy Tale Books, Mother Goose Rhymes - Discuss and rewrite a familiar story and change motives. How would the other characters react? - Role Playing: This activity centers on developing improvisational situations. In playback of tapes, the emphasis falls on developing ability to unpack the situation in terms of feelings, needs and actions that either impede or promote helpful interaction among the characters of the improvisation. Generally, a good role playing situation is one in which students adopt the roles of persons they know and with whom they have experienced difficulty in communicating. The payoff in this activity comes when the students look back over their taped encounters. Individuals can be asked to reanalyze both their own and characters' feelings, motives, and needs in the situation. The class can try to spot actions that were keys in determining the outcome of the improvisations.	
Skill Recognize that story outcome is dependent upon character's qualities	- Have children discuss or write about such questions as: What might have happened if the Three Billy Goats Gruff had not had a plan? How does the outcome of the Three Little Pigs depend on the character of the 3rd pig? In Travels of a Fox, what would have happened if no one opened the bag?	

CHARACTERIZATION

		Teacher Notes
Objective Given a verbally presented story and/or a printed story, the child can describe how the character's qualities related to the outcome of the story.	Discuss and rewrite a story ending dependent upon change of character traits. - Use Old Radio Programs housed at IMC.	

CHARACTERIZATION

		Teacher Notes
Skill Determine what a character is like. **Objective** Given a published or original literary selection in which there is thorough character study, the child can analyze the main character.	- Any or all of the media can be interrelated into literature activities. Areas such as mood, characterization, setting, plot, and theme are more clearly understood when they are seen and heard as well as just heard. - Have children analyze a character from a book, short story, poem, film, filmstrip, TV show, etc., in terms of his thoughts and actions, other characters' thoughts about him, and other characters' treatment of him. Encourage children to think of what the character says, what others say about him. Encourage children to think of what the character says, what others say about him, and what the author says about him. - Role play a character. - What would you do if? Would you like to have this character as a friend? Why? Why not? - Have children describe or draw a fictional character. - Draw a real person. Is he old? Is he young? Does he live in a cold or warm setting? (see also mood and setting) Media - clay, drawing, painting. Imaginary characters such as cartoons, masks. - Interviewing: Have children pair up - one interviews the other for two minutes each. Then have two pairs (two students plus two in one group of four). Have each student in turn tell the group about the person he/she just interviewed (input/output).	

CHARACTERIZATION

		Teacher Notes
Skill Recognize similarities and differences among the characters. Objective Given a published or original selection, a child can choose two characters and analyze the similarities and differences in appearance, actions, motives, and personality traits.	- Compare or contrast two characters from a single literary selection or from two different selections. Compare a book character to a real person. (Use non-print media as well). After discussion of a character's traits, provide role playing situations in which children act in manners typical of the character. - Have children write scenes involving two characters with contrasting personalities. Select such books as Enright, Elizabeth, The Saturdays Neville, Emily, It's Like This Cat Wojciechowska, Maia, Shadow of a Bull Burch, Robert, Queenie Peavy, etc., or use old radio programs housed at IMC. - Role-Playing - This activity centers on developing improvisation situations, in playing of tapes. The emphasis falls on developing ability to unpack the situation in terms of feelings, needs, and actions that either impede or promote helpful interaction among the characters of the improvisation. Generally, a good role-playing situation is one in which the students adopt the roles of persons they know and with whom they have experienced difficulty in communicating. The payoff in this activity comes when students look back over their taped encounters.	

Literature: Mamaroneck

CHARACTERIZATION

		Teacher Notes
Skill Identify multiple causes for a character's action. Objective Given a published or original selection, a child can identify traits, circumstances, events, and motives prompting a character's action.	- Read excerpts describing certain events. Brainstorm on possible causes for a character's action. List them. - Provide a number of original situations describing a character's action. Have children suggest possible reasons for the action. Have children create preceding episodes. - Capitalize on students' actions. Discuss motives, external causes, etc., for their actions.	
	- Select books such as: Day, Veronique, Landslide Holme, Anne, North To Freedom Keller, Helen, Story of My Life Hunter, Kristin, Soul Brothers and Sister Lou, etc. Frank, Anne, The Diary of a Young Girl	
Skill Recognize how the human qualities of the characters affect the plot. Objective a. Given a published or original selection, a child can identify human qualities of a character such as loyalty, courage, cowardice, integrity, etc.	- Brainstorm on variety of character traits. Create characters possessing clusters of these human qualities. Tell or write a story involving this character, noting how he would react in situations because of his personality. - Variations: Make story cumulative each child adding episode. Change a character's personal qualities from a published or original selection and rewrite story. Note the resultant alterations in plot.	

CHARACTERIZATION

		Teacher Notes
b. Given this literary selection, a child can determine how the character's human qualities affect the plot.	- Select books such as: Cleaver, Vera, Ellen Grae O'Dell, Scott, Island of the Blue Dolphins White, E.B., The Trumpet of the Swan Sperry, Armstrong, Call it Courage White, E.B., Charlotte's Web Silverstein, Shel, Lafcadio, The Lion Who Shot Back, etc.	
Skill React to a character from a selection Objective Given a selection, the child can react emotionally to a character.	- Integrate with all preceding skills. Ask, "How did it make you feel? Why?" - Have the children engage in conversations without words using sounds, but no words. Suggest mini-dramatic situations for the conversations - mother and baby, teacher and student, boyfriend and girlfriend, coach and football player.	

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PLOT

		Teacher Notes
Skill Recognize the organization of a story presentation. Objective Given a passage, the child can list or tell the incidents in sequential order, including relevant background, and details that give the events some meaning.	- After reading a passage, have children repond to questions such as, "What were the first two things that had to be done before...? What happened after?" - After hearing a story, have the child draw a picture that depicts the first or last event in the story. - Have child read a passage and list five incidents in sequential order. Have children dramatize several incidents from a story in sequential order. Dubois, W.P., Lion McCloskey, Robert, Blueberries for Sal Rey, H.A., Curious George Thurber, James, Many Moons - Use a set of cartoon pictures and have children put them in sequential order. Further illustrate the cartoons to indicate other relevant background and details and then write or tell dialogue.	
Skill Identify the main incident of the plot and its cause. Objective a. Given a sample story, the child can discuss the most important thing that happened. b. Given a sample story, the child can cite illustrations that support his answer.	- After reading a selection, have the children respond to the following questions: "What do you think was the most important thing that happened in the story?" Have them cite illustrations to support their answers. Discuss the incident until some agreement is reached. "What caused the hero (or heroine) to do this important thing?" Fatio, Louise, The Happy Lion Freeman, Don, Pet of the Met Godden, Rumer, Mouse House - Use a set of cartoons, leaving out the middle. Have child illustrate and write the missing dialogue.	

PLOT

		Teacher Notes
Skill Recognize differences in plot structure. Objective Given several oral or written selections, the child can describe the plot structures categorically	- After reading two selections with the same basic plot, elicit comments regarding the similarities. Ask the children to suggest other books, stories, TV shows, etc. which have similar plots. - Develop a list of plot structures such as: a strong character overcoming problems, or conflict between two strong characters. Have children classify various stories accordingly. - Given a plot, have the children develop an original story around it. - DeJong, Meindert, House of Sixty Fathers Konigsberg, Elaine, From the Mixed Up Files of Mrs. Basil E. Franweiler	
Skill Identify the main problem or conflict of the plot. Objective Given an oral or written selection with a series of problems or conflicts, the child can identify the main problem or conflict.	- Have the children divide a story according to its main events and discuss the problems or conflicts they have in common. - From the problems or conflicts discussed, have the children identify the main problem or conflict and justify their choice with evidence. - How far into the book does a "problem" appear? - Ullman, James, Banner in the Sky Byars, Betsy, The Summer of the Swans Shotwell, Louisa, Roosevelt Grady Coolidge, Olivia, Come by Here	

PLOT

		Teacher Notes
Skill Identify factors contributing to the resolution of conflict. Objective Given a verbal, written, or viewed selection that exemplifies conflict, the child can identify the thoughts and/or actions of characters or happenings in the story which influenced the resolution of the conflict	- Have the children verbalize conflicts or problems they have experienced or read in books and identify the factors leading to resolution, e.g., stolen bike, lost homework, argument. - Did others help solve the problem? Did the resolution of the problem depend upon the elimination of the causes? - Discuss familiar books, stories, poems, plays, TV shows, etc. in the light of the above questions. - Have the children adopt roles of persons they know and with whom they have experienced difficulty in communicating. Individuals can be asked to re-analyze both their own and other characters' feelings and needs in the situation. The class can try to spot actions that were keys in determining the outcome of the improvisations.	
Skill Recognize that incidents of the plot influence future action. Objective Given an oral or written selection, the child can determine the cause/effect relationships between incidents in the story.	- Have the children discuss reasons for their behavior as situations arise. Hypothesize what would have occurred if one or more of the causative factors had been different. - When reading a story or play to the children or when viewing a film, stop midway through and have children anticipate future action. Ask the children to substantiate their answers by relating specific incidents which have already occurred. - Have children write story openings to be shared with classmates. Ask children to develop story further, orally or in writing.	

PLOT

		Teacher Notes
	- Start a cumulative story, in which each child in turn adds an episode. Encourage children to evaluate additions in light of the preceding events. - Read the outcome of a story and have the children suggest incidents which could have brought it about. Then read the original story.	
Skill Recognize that the outcome of a story is dependent upon actions of the characters. Objective Given a story, the child can decide why the author ended it that way.	- After reading a selection, discuss the following questions: "Did you like the way the selection ended? If not, what change would you make? Why did you think the author ended the selection this way? Were you able to guess the ending or were you surprised? How did the ending make you feel? When did you first guess how the story would turn out?" - Have the child write or tell how the story would have ended if the characters had acted differently. Zion, Gene, Harry the Dirty Dog Elkin, Benjamin, Gillespie and the Guards Keats, E. J., Whistle for Willie Lipkind, William, Finders Keepers	

LITERATURE EVALUATION

To Be Collected in May

Teacher's Name _____

Circle School: Ce Ch Ma Mu

Grade Level: K 1 2 3 4 5 6

Check the following experiences provided in your classroom this year:

____ ART	____ DRAMATICS	____ MEDIA
____ ORAL INTERPRETATION	____ PUPPETRY	____ ROLE PLAYING
____ SHARING WITH OTHER CLASSES	____ STORY TELLING	____ VOLUNTARY SHARING OF BOOKS
____ WRITING	____ DISCUSSION	

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Please list ten books most enjoyed by your children this year.

BOOKS READ ALOUD

II. F. 6. LANGUAGE

Helping students to learn the nature of language and to improve their use of it, presents a fascinating opportunity to teachers — to draw upon the students' experience in reading, writing, etc., and in using the mass media of communication.

A look at the following materials may suggest to you many specific ways which teachers are using to enrich their students' knowledge and command of language.

Language: New York City

FEATURES: Introductory section which presents in brief form a modern point of view regarding language; individual sections devoted to improving students' vocabularies, word precision, use of figurative language, and awareness of changes in languages. Especially useful in intermediate grades (4-6).

Learning About Language

Children learn something about the nature and structure of language as they use it and listen as others use it. So, too, they learn to use it more satisfactorily as they grow in their understanding of what language is and how it operates. Since a close relationship exists between language and personality and language and feeling, the teacher's first responsibility is to establish a classroom atmosphere which actively involves each pupil, convincing him/her that his/her ideas, experiences, values, and feelings are important enough to share with others and promoting interest in and respect for other people's ideas, values, experiences, and feelings. Every language has a variety of dialectal forms, each of which is spoken by a given speech community. The speech community may be identified by the region of the country in which its members live or the socioeconomic level of its members. Within each regional group, there is a prestige or standard dialect and a nonstandard dialect of the language. The regional characteristics of a dialect include the intonation patterns, the sentence structures, and the word choices of persons using it.

Most native speakers of English have considerable control over the structure of the language, but there is wide variation in the number and nature of words in their vocabulary, in their sentence structures and usage patterns. Pupils for whom standard English is a second language vary more widely in their control of standard English. Many of these children talk freely with their peers and family, but hesitate to participate in school discussion because of the fear of continual correction and the insecurity this generates. The teacher who listens to and accepts the language of his/her pupils without overt criticism and who also has an interest in and enthusiasm for words will encourage pupils to "try on language for size."

So that all pupils may develop language competency and the ability to use language effectively, learning about the English language in school involves the direct study of vocabulary, the history of the English language, standard English forms, sentence structure, spelling, handwriting, and speech production.

Pupils enjoy studying synonyms, antonyms, and homonyms through such games as Anagrams, Lotto, Junior Scrabble, or an adapted version of Password. Synonyms, which are words having similar meanings, add variety to the oral and written communications of pupils who draw up lists of synonyms from their own experiences or from a junior thesaurus or the more advanced Roget's Thesaurus: laugh (grin, smile, howl, guffaw); awful (dreadful, horrible, terrible); speak (talk, address, reply, comment); car (vehicle, transport, carrier, conveyance). Antonyms, which are words having the opposite meaning of a given word, are often helpful in giving definitions For example, *affirmative* becomes clear when defined as the opposite of negative. Antonyms are often formed by placing before a word a prefix that means *not* — dis, un, im, in — in words such as *dis*agreeable, *im*polite, *in*sane, *un*fit. Homonyms are words that sound alike but which have different meanings and different spellings. They are usually learned separately in different contexts to avoid confusion. Pupils try to remember the correct spelling by means of mnemonics, e.g., station*er*y, meaning paper, has *er* like pap*er*.

Pupils are familiar with similes, metaphors, and onomatopoeia from literature and unconsciously adopt for their conversation or writing many of these. The danger is that all too often pupils repeat a well-known cliche such as *slow as molasses, the sun is a ball of fire, pretty as a picture*. The teacher encourages the pupils to strive for new and unusual figures of speech and helps them to analyze what makes an effective simile or metaphor.

Pupils are often stimulated by the interest of a teacher in onomatopoeia to find examples in their reading material and even to compose some words based on sounds to describe everyday situations such as the sound of a hammer against the steampipes, the sound of a jet plane flying low, of a police siren.

Pupils enjoy composing nonsense words which can be woven together to tell a nonsense story or poem in the manner of Edward Lear, Lewis Carroll, or Ogden Nash.

Slang is popular with pupils in these grades. The teacher cautions them that slang to be acceptable must be current. He introduces them to The Dictionary of American Slang by Harold Wentworth and Stuart B. Flexner (Crowell, 1960). Pupils have fun developing a chart, How's Your Slanguage.

Semantics. Semantics is a science which explores the relationships between the contextual meaning of words and their effect on human behavior, e.g., labels such as "chicken" or "sissy" challenge some youngsters to do things which they normally would not attempt; a pupil who spends a great deal of time in studying is called admiringly a "scholar" and derisively, a "brain."

* * *

Pupils extend their understanding of the power of words in influencing people when they listen to or read advertisements or commercials with a critical attitude. To do this presupposes that pupils have had experiences in distinguishing fact from opinion.

EXTENDING VOCABULARY

Fifth- and sixth-graders have listening and reading vocabularies which are larger than their speaking and writing vocabularies. To increase their *working* vocabulary, pupils need opportunities to use orally and in writing in meaningful situations any word acquired through reading and listening. A continuing check of the effectiveness and accuracy with which words are used will frequently uncover words used glibly but vaguely or incorrectly understood. In many communities pupils may be unfamiliar with words that the teacher regards as commonly understood or they may attach other meanings to the words. Teachers should be alert to such local needs as well as to local slang expressions. Through participation in speaking and writing activities, pupils come to appreciate the fact that the more words they know exactly, the greater word choice they have, and the better chance they have of communicating clearly and effectively.

Word Precision. Pupils acquire *word precision* as they identify, explain, describe, and narrate. The teacher encourages the exact use of simple words first, then presses for more difficult ones. If, in talking, a pupil fumbles for the precise word, the teacher supplies it quietly, but notes it for further study in other periods.

The power of precise language has been discussed in connection with poetry and pupils may want to select a favorite line or stanza to illustrate, e.g., these lines of Carl Sandburg:

> They have yarns...
> Of a mountain railroad curve where the engineer in his cab
> can touch the caboose and spit in
> the conductor's eye...

Modern vocabulary development texts contain varied activities in prefixes, suffixes, and semantics to supplement vocabulary studies which grow out of classwork. These exercises should be discussed and talked over with the pupils so that the words are really added to the pupils' vocabularies. These activities will never substitute for pupil and teacher alertness to the exact meaning of words in whatever context used.

The teacher brings in and encourages pupils to bring in examples of a word used in a variety of contexts in readers, trade and textbooks, magazines, newspapers, advertisements. He/she uses the context to identify the meaning for multi-referential words in such sentences as:

> The nurse called for the pupils who were to have a measles *shot*.
> The basketball team was considered a long *shot* in the tournament.
> A moon*shot* is planned by the Space Administration for April.
> The photographer got a good *shot* of the flooded area for the newscast.
> If he is to catch his prey, a hunter must be a good *shot* with a rifle.
> The venison meat had bits of *shot* in it.

In imitation of advertisements, pupils are asked to write and illustrate sentences to show different meanings for each of such words as *match, run, crook, jerk, bank.*

Pupils guess the meaning of many words from the context in which they are used and then verify the meaning in the dictionary, e.g., *ambidextrous* in "Jim is a good ballplayer because he is ambidextrous" or *expedient* in "It was expedient for the robbers to divide the loot and escape separately." It may happen that the meaning of newly coined words cannot be verified in the dictionary: mini-school, paraprofessional, dognapper.

Word Economy. In addition to achieving precision of word use, pupils are encouraged to strive for economy of words. Pupils and teacher analyze sentences for words which are either tautological or add nothing to clarity of expression or fullness of concept. Pupils learn that the writers of television commercials have to do this because the cost per minute of time dictates the need for word economy.

A discussion of the meaning of proverbs highlights the value of word economy and word precision to express in a few words the folk wisdom of the ages. The teacher may begin the study by introducing such familiar proverbs or folk sayings as "Look before you leap"; "You catch more flies with honey than with vinegar"; "There is no medicine for hate" (African); "Too many boatmen sail the ship up the mountain" (Japanese); "With too many roosters crowing, the sun never rises" (Italian).

Figurative Language. Figurative language in prose and poetry is a stumbling block for the literalminded. The teacher generally handles this as it occurs in reacting situations. Pupils get deeper insights into the meaning of words when they hear the following poem by David McCord:

TAKE SKY

Now think of words. Take sky
And ask yourself just why —
Like sun, moon, star, and cloud —
It sounds so well out loud.
And pleases so the sight
When printed black on white.

Take syllable and thimble:
The sound of *them* is nimble.
Take bucket, spring, and dip
Cold water to your lip.

Take balsam, fir, and pine:
Your woodland smell and mine.
Take kindle, blaze, and flicker —
What lights the hearth fire quicker?

Three words we fear but form:
Gale, twister, thunderstorm;
Others that simply shake
Are tremble, temblor, quake.

But granite, stone, and rock:
Too solid, they to shock.
Put honey, bee, and flower
With sunny, shade, and shower;

Put *wild* with bird and wing,
Put *bird* with song and sing.
Aren't paddle, trail, and camp
The cabin and the lamp?

Now look at words of rest —
Sleep, quiet, calm, and blest;
At words we learn in youth —
Grace, skills, ambition, truth;

At words of lifelong need —
Grit, courage, strength, and deed;
Deep-rooted words that say
Love, hope, dream, yearn, and pray;

Light-hearted words — girl, boy,
Live, laugh, play, share, enjoy.
October, April, June —
Come late and gone too soon.

Remember, words are life;
Child, husband, mother, wife;
Remember, and I'm done:
Words taken one by one
Are poems as they stand —
Brook, river, mountain, vale,
Crow, rabbit, otter, quail.

Faith, freedom, water, snow,
Wind, weather, flood, and floe.
Like light across the lawn
Are morning, sea, and dawn.

Words of the green earth growing —
Seed, soil, and farmer sowing.
Like wind upon the mouth
Sad, summer, rain, and south.
Amen. Put not asunder
Man's *first* word: wonder...wonder...

Pupils describe a television commercial; analyze its errors; draw a conclusion based on its effects on its listeners. Paul and Vivian followed a class outline for their written analysis.

_____ FLYERS

A little boy sees two bandits going to a haunted house after robbing a bank. Then the announcer says, "He jumps into a pair of his magic shoes, _____ Flyers, and runs like the wind to Officer O'Reilly." He jumps over an extremely high fence and finds the officer on a motorcycle. The boy hops on the motorcycle with the officer and together they capture the bandit.

Errors: No brand of sneakers could make anyone run as fast or jump as high as the child did in the commercial.

Conclusion: Children have a good imagination but not silly enough to believe this commerical. You cannot do what it says you can with _____ Flyers. Therefore, I conclude that these claims are not valid.

II. F. 7. SPELLING

Current research on the teaching of spelling suggests that games are one valuable teaching/learning technique. A variety of approaches to the teaching of spelling seems to work best, also.

The games which follow, or variations thereof, have been used effectively in many classes in the State.

Spelling: North Syracuse

FEATURES: *A variety of games and approaches to the learning of spelling; maximum of participation by students.*

SUGGESTED SPELLING GAMES

1. PUZZLE ELEMENTS

   a. I am in see, sing, and say. What sound am I?
   b. I am in took, but I am not in look. I am _____.
   c. Baby, book, ball. The b is at the _____.

2. MAKING NEW WORDS BY CHANGING A VOWEL

bat	bug	ham	pot
bet	big	hum	pat
but	beg	him	pit
cat	for	pen	
cot	fur	pan	
cut	far	pin	

3. WRITING ALLITERATIVE SENTENCES

   Bob bought big, blue balloons.

   This might be a team affair with two or three working together to produce the sentence. Older children like to make advertising slogans:

   Buy Billie's Best Boston Beans;
   Can Charlie's Canaries Comfort Charlie's Comrades?

4. MAKING NEW WORDS BY ADDING LETTERS

   all (call, ball, tail, fall, hall, stall, wall)
   and (sand, band, hand, land)
   old (cold, bold, fold, gold, hold)
   an (fan, can, man, pan, ran)
   in (tin, bin, fin, pin)
   ike (bike, dike, like, hike, Mike)
   ate (bate, crate, date, fate, gate)
   ill (bill, dill, fill, hill, pill)

5. TREASURE BOX

   Words are written on separate slips of paper which are then folded and put into a box called the treasure box. Each child in turn draws out a slip which he/she hands to the teacher without opening. The teacher pronounces the word and the child attempts to spell it. Any misspelled words are handed back to the children who had difficulty with them. The object is for the pupil to end the game with no slips of paper. Those who do have slips learn to spell the words on them. Two children can thus provide extra practice for each other as they play this game in the quiet corner.

6. ENDLESS CHAIN

   A player starts this game by spelling any word he/she chooses. The next player spells a word that begins with the last letter of the word spelled by the first player. The game continues in this way with each

player spelling a word which begins with the final letter of the word last spelled. This game may be played as a relay race with two groups competing at the chalkboard, or it may be used as a timed exercise in which each child writes as many words (makes as long a chain) as possible in a given length of time.

7. TURN UP LETTERS

For this game the players are seated at a table. Before them on the table face down are a number of alphabet cards. The players decide on some object for the game----animals, birds, cities, flowers, etc. Then each player in turn picks up a card and exhibits the letter. The first child to write a word beginning with that letter, belonging to the category decided upon and spelled correctly, gets the card. The player to the right of the first one who writes the word may challenge the spelling. If it is incorrect, the challenger gets the card. When all the cards have been turned up, the player having the most cards wins. Letters which appear infrequently at the beginning of a word such as j, u, x, y, and z, should be omitted.

8. ALPHABET JUMBLE

Two sets of the alphabet are placed in a long chalk tray. Two children complete to see which one can be first to arrange one set in correct alphabetical order.

9. FIND IT

Words are listed on the chalkboard. The teacher or a child gives the definition of the word and the children in turn spell the word defined.

10. HEAR IT

The words are listed on the board. The leader says, "I am thinking of a word that starts with the same sound as one hears at the beginning of _____", or "one that rhymes with _____". The children write the words indicated and gain a point for their own score for each correct selection.

11. GUESS AND SPELL

"It" selects an object that is in plain sight in the room. The other children start guessing the first letter of that object. When the first letter is guessed, they start working on the second, then the third, until the word is spelled. The correct letters may be put on the chalkboard as they are spelled by the one who is "it." When any student thinks that he may be able to spell the total word after the first few letters have been guessed, he/she may challenge the leader and complete the word. He/she then becomes "it."

II. G. INTEGRATING THE ENGLISH LANGUAGE ARTS

Some most effective teaching (learning?!) is done when the teacher integrates the various English language arts and skills. An example of such integration, for a period of a week, appears on pages 25 - 26.

Another example — this of a unit of work — is presented on the following pages. References in parentheses ( ) are to Language Arts Program K-12 of the Greece Central School District. See page 99.

FEATURES: *Skills taught related directly to the objectives of the unit; many skills effectively combined.*

GREECE CENTRAL SCHOOL DISTRICT

Language Arts - Grade 5

UNIT Communication

DESCRIPTION

The purpose of this unit is to help students understand the basic elements needed for effective communication. The unit progresses from the understanding of the basic communication skills to the application of those skills in conversation, group discussion, and oral presentations. The structure of the unit provides experience for the students to work as individuals and in small groups to complete specific assignments and tasks.

OBJECTIVES:

Primary

1. The student will use good speaking and listening habits. (Listening A, Speaking A)
2. The student will understand factors that affect listening. (Listening B-4)
3. The student will utilize appropriate listening and speaking skills on the telephohe. (Listening C-2, Speaking B-2)
4. The student will participate in storytelling. (Listening C-3, Speaking B-3)
5. The student will make introductions. (Listening C-4, Speaking B-4)
6. The student will participate in a discussion. (Listening C-5, Speaking B-5)
7. The student will participate in oral reporting. (Listening C-6, Speaking B-6)
8. The student will use standard English in his/her oral and written work.
9. The student will become familiar with other meaning-makers in language.
    a. Figurative language
    b. Context clues
    c. Pitch stress, tone

CONTENT

I. Basic Communication Skills

A. Speaking

1. Reinforce the understanding of:
   a. Good speaking behaviors and courtesies
   b. Use of sequential patterns of thought
   c. Speaking in complete thoughts

2. Develop an understanding of:
   a. Standard/nonstandard English
   b. Vocabulary choice (exactness)
   c. Tone

B. Listening

1. Reinforce

2. Reinforce listening comprehension skills
   a. Details
   b. Main idea
   c. Sequence, etc.

3. Develop an awareness of:
   a. Types of listening:
      - intermittent listening
      - critical listening
      - appreciative listening
      - etc.
   b. Nonverbal messages

II. Communication Applications

A. Conversation

1. Reinforce the application of speaking skills

   a. Respond with relevant questions and statements
   b. Recognize the importance of word choice
   c. Allow for exchange of ideas
   d. Use good speaking habits
   e. Use appropriate intonation and inflection for the situation
   f. Recognize how to interrupt courteously

2. Reinforce the application of listening skills

   a. Listen to speaker's total message
   b. Use good eye contact
   c. Respect speaker's point of view (message)
   d. Utilize good listening habits and skills

3. Recognize and develop different forms of questions and responds with relevant information

   a. Yes/No
   b. What, How, When, Why....

4. Settings

   a. Telephone
   b. Interview
   c. Introductions

B. Group Discussion

1. Assume the role responsibility of a participant

   a. Participate within established guidelines and purposes
   b. Respond with clear, precise statements and questions
   c. Share in the discussion
   d. Avoid making judgments
   e. Stick to the topic
   f. Listen courteously to other speakers

2. Recognize the role responsibility of the leader (initiate student leadership with teacher supervision)

   a. Establish guidelines and purpose
   b. Facilitate discussion
   c. Clarify ideas
   d. Summarize topic
   e. Encourage wide participation

C. Oral Presentations

1. Develop an understanding of and allow practice in the various components of oral presentations

   a. Select appropriate topic
   b. Gather information
   c. Organize information
   d. Use clear, precise vocabulary
   e. Use effective opening and closing statements
   f. Use varying voice intonations
   g. Use appropriate and effective gestures
   h. Use visual aids as appropriate to topics

II. H. EVALUATING STUDENT PERFORMANCE

Such evaluation is currently described as formative, or ongoing, and as summative, or final. In most effective programs in the English language arts, both types of evaluation are used. Also, a variety of measuring instruments may well be used, in addition to standardized and teacher-made tests: interview, observations, anecdotal records, amount of reading done, etc. The particular objective being measured often influences the choice of the form(s) of evaluation to be used.

The following material describes the evaluation procedures used in a large city and in a suburban school system. You may find that they will be helpful in almost any school system — including yours.

Evaluating Student Performance: New York City

FEATURES: *Attention to different types and forms of evaluation, each keyed to a specific instructional objective.*

Evaluation is the continuous appraisal of growth and progress of pupils toward educational goals. It implies more than the measurement of a pupil's academic achievement. It is a process of interpreting many kinds of information from many sources in order to determine to what extent pupils are achieving educational goals. Evaluation involves understanding an instructional program, the objectives, measuring the extent to which the objectives are being realized, and adapting the program accordingly.

The teacher is the key person in the evaluation program. He/she uses a combination of ongoing, informed evaluation and periodic measurement which involves the use of teacher-made and standardized evaluation instruments. This program enables the teacher to diagnose difficulties, plan appropriate help to prevent or modify the development of undesirable habits and attitudes. The teacher measures the pupil's progress toward expected outcomes for the grade if the pupil is achieving on grade level or toward outcomes which have been determined as appropriate for the pupils.

Ongoing Evaluation

Direct observation of the pupil is one of the oldest and most useful tools of evaluation, for it reveals not only the actual performance of the pupil, but also various important reactions, attitudes, interests, emotions. The teacher's direct observation of the pupil as he/she responds to language experiences constitutes the usual type of informal, ongoing, evaluation. Each time the teacher notes an individual's strength or weakness in a language activity and compares it with his/her previous performance, his/her progress along the language continuum is measured. Examples of this type of evaluation include the teacher's observation of the pupil's performance in:

A speaking activity: The pupil's ability to participate effectively in group discussion and to express his/her ideas clearly and concisely.

A listening activity: The pupil's ability to adjust his/her listening to a variety of intonation patterns and to improve his/her ability to recall details.

A writing activity: The pupil's ability to select and organize details that are relevant to the topic sentence of a paragraph and to control the mechanics of written expression.

A reading activity: The pupil's ability to unlock unfamiliar words, to draw inferences and make generalizations.

Periodic Evaluation

From time to time the teacher makes a more formal evaluation of pupils' progress. He/she may use various kinds of tests, e.g., those found in magazines, make careful review of pupils' written expression for a given period, prepare material to test pupils' ability to handle a listening skill, give an informal reading textbook test, or compare a pupil's handwriting in the writing of the same sentence at stated periods during the year.

Standardized group tests are the evaluative instruments used for periodic measurement of pupil progress on a citywide, districtwide, or schoolwide basis. Achievement tests in reading show progress in vocabulary, and sentence and paragraph comprehension.

To be valid as measures of school progress, tests should be closely related to the curriculum actually in use in the school. The teacher studies the results of the class on a standardized achievement test and learns which group of test items reveals the greatest needs, where modifications may be needed in the instructional program, and how the norms for the class compare with citywide norms. The teacher makes allowance in the appraisal for language difficulty, pupil background, and individual differences among the pupils in the class. The teacher takes the whole child into consideration and is not discouraged by uneven performance and occasional lapses. Spurts in one area and lags in another should be expected.

Evaluating Student Performance: Mamaroneck

LANGUAGE ARTS

Overall Evaluation Plan*

Although all the objectives refer to skills which will be developed continuously throughout the elementary years, evaluation of each objective is limited to the specific grade levels indicated so as not to burden teachers or students at any level with excessive testing.

Objectives	Method of Evaluation
Listening	
1.a. Children will demonstrate basic listening skills involving: - listening comprehension - auditory discrimination - following directions - auditory blending	1.a. Pre- and post-administration of the corresponding 4 sections of the Gates-MacGinitie Reading Test in 1st grade; criteria to be set in October for May.
b. Students will demonstrate higher level listening comprehension skills.	b. Stanford Achievement Test (Listening Comprehension) will be administered in grades 4 and 6. Mamaroneck results will be interpreted in light of national norms.
Oral Expression	
2. By the end of grade 6 children will demonstrate skill in: - using appropriate and specific words rather than vague terms and gestures to give information - presenting ideas in a logically sequenced way - verbally expressing an opinion or feeling - using a strong, sustained voice - speaking clearly - using smooth rhythm and acceptable rate - using a varied pitch and stress pattern	2. The Oral Expression Inventory* will be administered to all children in grades 1 and 5 in October and May. Data will consist of the percentage of children who needed improvement in October and the percentage of those who made satisfactory progress by May.
Literature	
3.a. Children will demonstrate interest in literature through the number and variety of books read.	3.a. Individual records of teacher choice will be used in grades 1 through 6.
b. Teachers will provide a model of excellence in literature by reading aloud daily to children. Children will respond to literature through the following activities: - art - discussion - dramatics - media - oral interpretation - puppetry - role playing - sharing with other classes - storytelling - voluntary sharing of books read - writing	b. Teachers will keep a record of books read aloud to their classes. The Mamaroneck Literature Related Inventory* will be used in grades 1 through 6.

* Literature evaluation will be collected in the spring.

4. Children will show progress in creative writing, specifically in choice of words, syntactics, organization of ideas, and originality

Creative Writing

4. The Mamaroneck Creative Writing Inventory will be used in grades 3 and 6. Data will provide a record of improvement.

5. By the end of grade 4 children will demonstrate proficiency in manuscript and cursive writing.

Handwriting

5. One sample of manuscript writing for each child will be evaluated, according to the curriculum guidelines, by the end of grade 2. One sample of cursive writing, according to the curriculum guidelines, by the end of grades 4 and 6. Criterion: 85% of the children will achieve a satisfactory rating.

6. Children will demonstrate appropriate achievement in spelling.

Spelling

6. Mamaroneck Spelling Test given in all grades. Evaluation will be based on a random sample. Criterion of success is that 75% of the students will get 88% of the words right.

7. Children will demonstrate appropriate achievement.

Language Usage

7. Mamaroneck Grammar Test will be given to all students. Evaluation will be based on a random sampling. Criterion of success is 75% correct answers for each specific objective. Stanford Achievement Test given in grades 4 and 6. Mamaroneck results will be interpreted in light of national norms.

8. Children will demonstrate appropriate reading comprehension skills.

Reading

8. Stanford Achievement Test given in grades 4 and 6; Metropolitan Reading Test in grades 1 through 6. Mamaroneck results will be interpreted in light of national norms.

9. Children will master those library skills for which they have the prerequisites (e.g., children who know how to alphabetize will learn to use a card catalog.)

Library Skills

9. Librarians will administer a library skills inventory at appropriate levels to all children. Records will be kept of individual child's progress in the use of the library media center for grades 4 to 6.

WHAT	WHEN	WHO				
		Take	Administer	Score	Evaluate	
1. Listening						
A. Gates-MacGinitie	3rd wk. Sept/ or May	1st gr.	teacher	teacher	Dr. Bernstein	Measurement of skills improvement
B. Stanford Achievement	May	3rd gr.	teacher	machine	Dr. Bernstein	Comparisons with nat'l norms
	March	6th gr.	teacher	machine	Dr. Bernstein	Comparisons with nat'l norms
2. Oral Expression						
Mam'k Oral Ex. Inv.	Oct/April	1st & 5th	teacher	committee	committee	Eval. of skills improvement
3. Literature						
Mam'k Lit-Related Activities Inventory	April	all grades	teacher	committee	committee tab.	Descriptive data for future comparison
4. Creative Writing						
Mam'k Creative Writing Matrix	Oct/April	3rd & 6th gr.	teacher	appointed evaluator	Dr. Bernstein	Record of improvement
5. Handwriting						
According to Zaner-Bloser Checklist	Oct/April	Random sampling 2nd 4th & 6th gr.	teacher	committee	committee	Determination of percent meeting standard
6. Spelling						
Mam'k Spelling Test	May	all grades	teacher	aides	Dr. Bernstein	Determination of percent meeting standard
7. Language Usage						
Mam'k Grammar Test	May	all grades	teacher	aides/comm.	committee	Determination of percent meeting standard
Stanford Achievement	May	3rd gr.				
	March	6th gr.	teacher	machine	Dr. Bernstein	Comparison with nat'l norms
						Comparison with nat'l norms
8. Reading						
Stanford Achievement	May	3rd gr.	teacher	machine	Dr. Bernstein	Comparison with nat'l norms
	March	6th gr.		machine	Dr. Bernstein	Comparison with nat'l norms
		2nd, 4th, 5th	teacher	teachers	Dr. Bernstein	Comparison with nat'l norms
9. Library Skills						
Mam'k Skills Invent.	Oct/May	4-6 gr.	librarian	librarian	lib/comm.	Evaluation of skills improvement

ORAL EXPRESSION INVENTORY

Child's Name: _____

Circle School: Ce Ch Ma Mu

Grade Level: 1 5

Questions concerning scoring should be directed to Speech Consultants.

Each teacher is to complete the Oral Expression Inventories in October and April. The forms will be collected in October and April to be tabulated by the Language Arts Committee. They will be returned to be placed in each child's cumulative folder.

	OCTOBER		APRIL				
	Satisfactory	Improvement Needed	Satisfactory Level Maintained	Satisfactory Level Not Maintained	Satisfactory Improvement	Minimal Improvement	No Improvement
Uses appropriate and specific words rather than vague terms and gesture to give information.							
Presents ideas in a logically sequenced way.							
Can verbally express an opinion or feeling.							
Uses strong, sustained voice.							
Speaks clearly.							
Uses smooth rhythm and acceptable rate.							
Uses varied pitch and stress pattern.							

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Child's Name: _____

Circle School: Ce Ch Ma Mu

Grade Level: 2 4 6

HANDWRITING EVALUATION

Please dictate the following sentence in early October and again in May. Spelling help may be given verbally by the teacher.

"The quick brown fox jumps over the lazy dog."

Fold the paper on dotted line for MAY sample. The samples will be collected by the Language Arts specialists for evaluation.

MAY

S | | U | 1

October

_____

_____

_____

_____

_____

May

_____

_____

_____

_____

Manuscript (Primary)		GUIDELINES for Evaluation	Cursive (Intermediate)	
Appearance of work (Organization)	Spacing		Appearance of writing (Organization)	Letter forms (clear)
Size	Alignment		Margins	Size of writing
Quality of line	Proportion		Slant of writing	Alignment of letters
Vertical writing	Figures		Quality of pen or pencil line	Figures
Form of letters (clear)	Margins		Spacing in and between words	Proportion

CREATIVE WRITING EVALUATION

Child's Name: _____

Circle School: Ce Ch Ma Mu

Grade Level: 3 6

Date of Birth: Month Year

Each teacher is asked to collect, in the fall and in the spring, creative writing samples from each child. These samples will be collected, evaluated, and returned to be placed, at 3rd grade level, in the child's permanent folder, and, at 6th grade level, in the Reading Record folder.

Guidelines:

1. Have children write on 8½" x 11" white lined paper.
2. Include names and birth dates on each creative writing form.
3. Have the children write in prose only.
4. Limit the writing to one side of paper.
5. Have the children choose one of the three topics provided:
   The Magic Suitcase A Secret Wish Alone
6. Pre and post topics do not have to be the same.
7. Encourage proofreading and good penmanship.

	Possible Range	October Score	April Score	Difference
Choice of words - (Is language vivid and appropriate?)	0-1-2-3			
Syntactics - (Consider sentence length, sentence order, sentence complexity, and paragraph openers and links.)	0-1-2-3			
Organization of ideas	0-1-2-3			
Originality	0-1			
Total				

III. APPENDIX

A. Criteria Used in Selecting Curriculum Materials
B. List of School Districts/BOCES Represented by Curriculum Materials
C. Bibliography
   1. Publications of the State Education Department
   2. Other Publications

III. A. CRITERIA USED IN SELECTING CURRICULUM MATERIALS

The criteria which follow are one set used in the Department's five-step process of screening curriculum materials submitted by schools in 1979 as part of the English Language Arts Curriculum Materials Acquisition Project

How can these criteria, or similar ones, by useful to you? They can provide a benchmark against which you and your school district can measure any English language arts curriculum materials which your district has produced or will produce. The criteria are very specific, and reflect principles of sound planning.

Why not take advantage of this opportunity?

A. Criteria for Selecting Curriculum Materials

Criteria for Curriculum Guides in the English Language Arts

(Adapted from National Council of Teachers of English criteria developed by the Subcommittee on Developing Criteria.)

Check those statements that apply to the curriculum material under review.

PHILOSOPHY

This guide:

____ Has a statement of philosophy that coherently explores the beliefs of teachers about students and the English language arts.

____ Promotes a natural, organic integration of language arts experiences.

____ Encourages teachers to view language both as a subject and as a communicative process central to all human life and learning.

____ Expresses the belief that the English program should aid students in planning, executing, and evaluating their learning experiences both individually and in groups.

____ Stipulates that individual processes of language development and concept development take precedence over arbitrary grade level expectations or requirements.

OBJECTIVES

This guide:

____ Has objectives that follow directly from the philosophy.

____ Sets clear objectives for all the major components of the English curriculum

____ Contains objectives for improving language performance as well as perceiving more clearly what others do with language.

ORGANIZATION

This guide:

____ Makes clear how particular lessons and/or procedures are related to the total English program.

____ Indicates a tentative sequence of basic language skills.

____ Organizes major concepts in language arts to provide main directions for planning.

____ Regards basic texts and/or anthologies, if used, as resources rather than courses of study.

____ Suggests a variety of classroom organizations and activities to accommodate various kinds of learning.

LANGUAGE

This guide:

____ Suggests that the content of language study often comes from real life.

____ Provides for the study of conventional areas of linguistics.

____ Suggests the study of unique customs of specific language areas, such as advertising or politics.

____ Provides for frequent imaginative use of language in student-created and moderated groups.

____ Suggests activities that help students to learn the difference between grammar and usage.

____ Recognizes that analysis of language, as in grammar study, does not necessarily improve performance in composing.

COMPOSITION

This guide:

____ Perceives composing as occurring in four ways: speaking, writing, acting, and filming.

____ Emphasizes the significance of composing as a means of self-discovery.

____ Recognizes the importance of the composing processes as ways of giving order to human experience.

____ Has activities designed to stimulate composing.

____ Recommends that composing practice often occur in small groups.

____ Illustrates that composing is always creative.

____ Suggests that composing stem from meaningful *pre*composing experiences.

____ Recommends that composition occur for different purposes and usually for audiences other than the teacher.

____ Recommends that composing be approached diagnostically in laboratory situations.

MEDIA AS PROCESS AND CONTENT

This guide:

____ Promotes audiovisual as well as verbal literacy.

____ Acquaints teachers with the characteristics and potential use of various media.

READING AND LITERATURE

This guide:

____ Provides ways for the teacher to determine readiness.

____ Suggests procedures to help teachers to develop student reading skills.

____ Recognizes that a total reading program reaches beyond the developing of basic reading skills.

____ Relates the skills of reading to a total language program.

____ Makes provision for a comprehensive literature program.

____ Helps teachers to identify, accept, and explore all varieties of affective and cognitive response.

____ Suggests acting and role-playing to explore literature interpretation.

____ Lists helpful resource material.

SPEAKING AND LISTENING

This guide:

____ Makes suggestions for teaching effective listening skills.

____ Suggests activities for helping students to make judgments about oral messages or their effects.

____ Suggests activities for developing speaking skills in various situations.

EVALUATION

This guide:

____ Has a coherent and useful rationale for evaluation.

____ Stipulates that reporting procedures describe progress, including growth beyond the scope of stated objectives.

____ Helps teachers to diagnose individual learning progress and suggests methods and material to accomplish this.

____ Suggests ways that teachers and students can use the results of evaluation to change the program as often as necessary.

B. List of School Districts/BOCES Represented by Curriculum Materials in this Publication

School District	Superintendent	Address; Telephone	Title of Curriculum Material Cited in this Publication, on	Pages
Bronxville	John E. Helfrich	Pondfield Road Bronxville, NY 10708 914-335-5600	A Writing Guide	45-50
Greece	David B. Robinson	P.O. Box 300 North Greece, NY 14515 716-621-1000	Language Arts Program K-12	84-86
Mamaroneck	Otty R. Norwood	740 West Boston Post Road Mamaroneck, NY 10543 914-698-9000	Language Arts Curriculum	67-74, 89-94
Merrick	Harriet Mortman	21 Babylon Road Merrick, NY 11566 516-378-3900	Language Arts Curriculum Guide: Part I, Part II	23, 39-40
New York City	Frank J. Macchiarola	110 Livingston Street Brooklyn, NY 11201 212-596-6161	Handbooks for Language Arts: Pre K-Grade Two; Grades Three and Four; Grades Five and Six	10-13, 25-32, 75-79, 87-88
North Syracuse	Jacob E. Dailey	5355 West Taft Road North Syracuse, NY 13212 315-470-3128	Language Arts Program: Practical Language Usage Guide	81-82
Northport	Joseph Grimes	110 Elwood Road Northport, NY 11768 516-261-9000	English Curriculum Catalog K-6	57-60
Oceanside	William F. Tucker	145 Merle Avenue Oceanside, NY 11572 516-678-1200	Language Arts Resource Committee publication: LARC	3-4, 16-18 24
Wantagh	A. Lawrence Gagnon	1865 Beech Street Wantagh, NY 11793 516-781-8000	Language Arts Curriculum Guide: Volume 1	1-2, 13-14, 19-22, 33-37
Williamsville	A. Bernard Hatch	5225 Sheridan Drive Williamsville, NY 14221 716-631-4802	Intermediate Language Arts Laboratory, Summer Curriculum Project #19, August 1978; Letter from Coordinator of Language Arts K-12	4-5, 41-44
BOCES Livingston-Steuben-Wyoming Counties	James G. Womack	Lackawanna Avenue Mount Morris, NY 14510	Language Arts Skills Program K-6; Letter from Director of Special Projects	5-10, 24 51-56

III. C. BIBLIOGRAPHY

1. Publications of the State Education Department

Check with your principal. Orders must be written on school stationery.

a. Composition K-6, A Packet for Teachers. 1978. 81 p.
Emphasizes aspects of the writing process: pre-writing, organizing, editing, evaluating. Suggests specific activities for direct teaching of skills and for writing of extensive prose or of poetry.

b. English Language Arts, Composition Section K-12. 1976. 78 p.
Gives suggestions and activities for the teaching of specific skills in using sentences and in organizing and developing ideas. Stresses sentence patterns, unity and coherence, time order, cause and effect, classification, comparison and contrast, deduction and induction, definition, and tone.

c. English Language Arts, Language Section K-12. 1972. 93 p.
Suggests specific activities for the teaching of skills regarding grammar and usage. Includes a history of the English language for the use of the teacher.

d. English Language Arts, Literature Section K-12. 1970. 155 p.
Provides a basic framework of skills and activities useful to elementary and secondary teachers in the teaching of literature. Emphasizes specific skills in characterization, plot, setting, point of view, theme, diction, rhythm, and mood. Contains extensive bibliographies.

e. English Language Arts, Reading Section K-12. 1968. 79 p.
Presents skills in a developmental sequence with illustrative learning activities suggested for the various skills. Gives specific suggestions for teaching word attack, vocabulary acquisition, comprehension, critical and interpretive reading, word study, locational skills, oral reading, and rate of reading.

f. Language Arts, the Child, and the Curriculum. 1974. 17 p.
Describes the use of such techniques as language arts centers, task cards, writing folders, puppets, newspapers, television, and flannel boards, to create an atmosphere for stimulating activities in reading, writing, speaking, and listening.

g. Listening and Speaking, K-3. A Packet for Teachers. 1975. 85 p.
Provides specific suggestions and materials for the teaching of skills in listening and speaking in the kindergarten through the third grade. Includes sample lesson plans, suggestions for activities, suggestions for evaluation, reprints of articles, and a brief bibliography.

h. Our Daily Words: A Basic Spelling Vocabulary for Elementary Schools Grades 2-6. 1972. 18 p. Lists words in common use to be taught. A reprint of an eariler edition.

2. Other Publications

This is a list of publications of communities outside New York State. Documents available through Educational Resources Information Center (ERIC) include their ED number.

A. Action Learning: English/Language Arts K-12. Dr. Denny T. Wolfe, Jr., Division of Languages, State Department of Public Instruction, Raleigh, North Carolina, 27611. 1977. 145 pages. $3.00

Suggests proven alternatives/additions to traditional teaching techniques. Stresses the "physical involvement of students in working through learning processes which culminate in some type of product that causes them to take pride in their efforts." Based upon principles such as "physical involvement, process-oriented learning, problem-solving, intellectual synthesizing and pride in concrete accomplishment." Requires "systematic and clearly defined steps which compel students to engage actively in their learning experiences," and "teacher enthusiasm, support, and flexibility, and the support of school administrators and parents."

Describes, in great detail, projects involving students in producing books, magazines, and newspapers; in using media (TV, radio, videotape, film); in drama (readers' theater, pantomime, role-playing, etc.); and in similar projects (papier-maché, collage, sculpture, creative writing, problem-solving, debate, career day, etc.).

Indicates how variations of the (North Georgia) Foxfire experience can serve as an inspiration or model to other schools' in the English language arts.

B. Challenges to Meet: Guidelines for Building English Language Arts Curriculums, K-12. Robert Farrar Kinder, Consultant for English Language Arts, State Department of Education, Hartford, Connecticut 06115. Bulletin #109. 1970. 132 pages. Free (ED 038 392)

In a series of sections, describes effective techniques for local school development of a guide for curriculum in the English language arts K-12. Indicates conditions desirable for creating the guide, basic questions to be answered by the guide's planners; methods of organizing content of the guide; specific elements of content in language; skills in reading, writing, speaking, and listening; composition, literature; and, techniques for implementation of the guide. In Appendix, lists courses of study in other states, professional journals, professional books for curriculum committees, books on research, booklists, and a specific, detailed teaching unit, "Let My People Go."

A practical, specific guide which addresses fundamental questions at every stage of the process of developing and implementing a worthwhile guide.

C. Composition in the Language Arts, Grades 1-8: An Instructional Framework. Wisconsin State Department of Public Instruction, Madison, WI 53700. Bulletin No. 5478. 1975. 38 pages. $1.50

Identifies "important elements of composition," such as audience, purpose, occasion, and forms. Delineates objectives and specific activities in each of these elements. Follows an orderly sequence of experiences from K through grade 8.

Provides a wide variety of activities/assignments. Contains particularly effective sections on audience and purpose.

Of interest because it deals with purpose and audience in grades K-6, somewhat of a rarity in current professional literature.

D. Curriculum Guide: Spelling and Handwriting. Dr. Leonard Coplein, Superintendent of Schools, Haddon Township, Westmont, New Jersey, 08108. 1978. 18 pages. $2.50

For spelling, emphasizes the use of selected lists from words commonly used at each grade level. Stresses readiness for spelling in grade one, and encoding skills, structural generalizations, dictionary skills, proofreading, and vocabulary development in subsequent grades.

For handwriting, provides objectives for letter form, size, spacing, slant, and alignment for the position of the writer, and for evaluation of the writer's performance.

E. English Language Arts: A Curriculum Guide Kindergarten through Grade Six. Language Arts Curriculum Committee, Hampton City Schools, Hampton, VA 23300. 1976. 324 pages $8.00 (ED 135010)

Presents a philosophy of the English language arts, describes the role of the teacher and the role of the child; suggests techniques for creating a good classroom atmosphere and for organizing a class/classroom. Within sections on oral language, reading, literature, written language, language study, interdisciplinary projects, and evaluation, presents activities, games, and other learning devices. Contains a bibliography at the end of each section, and a section at the end which correlates the text-books used in reading, spelling, and language study.

F. Formative Years, The. Provincial Curriculum Policy for the Primary and Junior Divisions of the Public and Separate Schools of Ontario (Canada). Ministry of Education, Mowat Block, Queen's Park, Toronto, Ontario M7A1L2. 1975. 24 pages.

Establishes a common framework of goals and aims for education in the Province of Ontario, Canada. Sets out in a general way "the learning opportunities that the programs in the schools should make available." Emphasizes the overall direction of learning, to be implemented by local school board, faculty, student, and parent action.

Specifies competencies in mathematics, listening, speaking, handwriting, reading, and writing which students must achieve in the Primary and Junior Divisions. Also suggests experiences designed to foster student development in perception and expression, drama, music, visual arts, physical education, health, values, decision-making, self-understanding, and appreciation of one's country.

G. Handwriting Program K-8. Abington Heights School District, 218 Grove St., Clarks Summit, PA, 19411. 21 pages. $5.00 (payable to Abington Heights School District).

Recommends specific allocations, by grade, of time to be spent in teaching handwriting; provides a sequence of skills; suggests specific published teaching materials; includes style sheets for elementary, middle school, and secondary pupils; includes remedial techniques for handwriting and techniques for teaching the left-handed child.

H. Language and Communication: A Resource Book K-12. Department of Instruction, Department of Education, State of Minnesota, Capital Square, 550 Cedar Street. St. Paul, MN, 55101. 1975. 224 pages. $6.50. (ED 105463)

Presents a selection of 900 most successful teaching practices in Minnesota elementary and secondary schools.

Particularly responds to the needs of people as they have problems in relating to each other for mutual growth and development. Based upon people's needs as individuals, as workers, as consumers, and as citizens in a rapidly changing society. Validated by effective research for the improvement of writing, of critical thinking and critical reading, of creativity, and for the reduction of prejudice.

Lists specific objectives in the areas of "Understandings," "Skills and Habits," "Reading," "Writing," "Oral Communication," "Listening," and "Viewing." Includes lesson plans cross-referenced to these objectives. Includes, for each lesson plan: major activity, general objective, specific objective; resources, conditions, time, (teacher's) procedure, and evaluation. Also includes sections on speech dialects and on general semantics.

An excellent tool to use in developing a language-based curriculum, and/or in using alternatives to lecture-dominated lessons.

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